

THE UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of February 25, 2014
FACULTY SENATE

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

Approved @ FS on 3/25/2014

Summary of Senate Business

Constitution and Rules Committee Report, Paul Hewitt
Core Curriculum Report, Mary Humphrys and Scott Molitor
Undergraduate Curriculum Report, Steve Peseckis

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 Rouillard: I call this meeting to order. Welcome to the eleventh Faculty Senate meeting of AY 2013-2014. **Lucy Duhon**, Executive Secretary, called the roll.

I. Roll Call: 2013-2014 Senators:

Present: Present: Bailey, Black, Caruso, Chiarelott, Cochrane, Denyer, Dowd, Duhon, Edinger, Ellis, Federman, Giovannucci, Gunning, Frantz, Hamer, HassabElnaby, Hewitt, Hoblet, Humphrys, Keith, Kistner, Kranz, LeBlanc, Lee, Lingan, Lundquist, Molitor, Monsos, Moore, Nigem, Ohlinger, Plenefisch, Porter, Quinlan, Quinn, Randolph, Regimbal, Relue, Rouillard, Sheldon, Springman, Srinivasan, Teclehaimanot, Templin, Thompson-Casado Van Hoy, Weck-Schwarz, Wedding, White, White, Williams

Excused absences: Anderson, Brickman, Cappelletty, Cooper, Crist, Farrell, Gohara, Gilbert, Hamer, Kennedy, Moynihan, Thompson

Unexcused absences: Duggan, Elmer, Skeel, Willey

II. Roll Call: 2013-2014 Senators:

III. Approval of Minutes: Minutes are not ready for approval.

Academic Year 2013-2014. I ask that Executive Secretary, Lucy Duhon come to the podium to call the roll.

Welcome to today's gathering in the meeting room recently renamed for Dr. Lancelot C.A. Thompson who had a distinguished forty-year career in chemistry at UT. It is only fitting that Faculty Senate should be meeting in a place honoring such an outstanding faculty member of this institution. May his courage and dedication to The University of Toledo serve as our inspiration.

In contrast to such an emblematic figure, UT's Innovation Enterprises or UTIE has also been featured in the Toledo Blade recently, though not for positive reasons. Ten days ago, the public read about Mr. Rick Stanley's abrupt departure in the midst of a lucrative contract. Four days ago, a Blade editorial highlighted the "potential conflicts in UTIE's operations," and called for "separate, independent audits"

of UTIE and its spinoff companies. How have UTIE's \$10 million dollars been spent and what is the return for UT? I have invited Dr. Jacobs to come to a FSEC meeting and update us on UTIE.

On the other hand, our students have shone a positive light on our institution, as demonstrated in the Blade Section "Mideast in the Midwest." Toledo readers will find there student documentaries submitted for Assistant Professor Gaby Semaan's Arabic culture and language courses. One film entitled "Medieval Masters of Medicine" features interviews with Rhazes, Avicenna, and Albucasis. Another video entitled "The Arab Life in America" features interviews with UT students of Arabic heritage. Such student-faculty collaborations vividly demonstrate some of the many strengths of our institution and counteract the damage to our reputation currently being done by this administration. These videos are available at mideastmidwest.com.

Vice President Karen Hoblet and I attended the All Day Leadership Meeting on Feb. 13. During that meeting, President Jacobs stated that "We need to measure scholarly output. We spend \$30 million on unfunded research and have no quality control over this research. We can't control where it goes." I asked where he got that figure. I pointed out that research, funded or unfunded, informs teaching. We will not have up-to-date, cutting-edge courses if faculty do not do research, and that includes what the president refers to as "unfunded" research. We do our students a serious disservice if we do not support faculty research in all disciplines. We shortchange our students if we do not encourage and support faculty to stay current in their disciplines. Research occurs in many places besides a medical laboratory: it happens in libraries and archives. It takes place in our communities and in foreign countries. It happens in conversations, interviews and surveys with local businesses and community members. It happens behind a video camera, as demonstrated by Prof. Semaan and his students. Research takes place in our classrooms as we assess our students' responses to course content, as we revise our materials and activities, and as we develop new materials for our courses. Dr. Jacobs' attitude towards what he terms unfunded research is based on a misunderstanding that teaching and learning are static; he does not take into account the fact that we as educators constantly assess, update, and modify our courses on a daily and weekly basis to reflect student response, interest or difficulty with course material. Nor does he take into account the research needed to revise current courses and develop new courses that respond to our changing world and changing student needs.

In a related matter, we will present to you during this meeting a resolution regarding a desperately needed faculty hiring plan. A case in point: at the end of this year, our history department will be left with 1 tenured faculty who is currently chair, 2 tenure-track faculty and 2 lecturers. I am sure that this is not the only department to be left vulnerable because of staffing issues. I am sure that history students will not be the only ones affected by the decided lack of administrative leadership in the area of faculty hiring. That is my Executive Report, are there any questions or additions that any member of the Executive Committee would like to make?

Senator Edinger: Did Dr. Jacobs respond to your clarification of graduate unfunded research?

President Rouillard: Not by much and there was no indication as to where he had retrieved this figure of \$30 million.

Senator Hoblet: But several of the deans responded and concur with what President Rouillard said; the dean from the College of Engineering and a couple of few other deans spoke specifically to the need for scholarship at the University of Toledo.

Senator Unknown: So in terms of the comment about quality control, did anyone find out there's this thing called peer review?

President Rouillard: You are quite right; we should've pointed that out. I was also dealing with my own feeling of being stunned by a university president who would say such a thing and I tried to overcome that and missed that opportunity to remind him. I will do so at the earliest...and I invite you to also contribute to that effort.

Senator Unknown: May I commend you for saying what you did say. I think you stood up very well to the president.

[Applause]

President Rouillard: It is my honor to stand up for this faculty that is so hard-working. For a faculty member for whom this room is named, the first Black faculty member to be hired by UT, who persisted in the face of what I understand to be some very disgraceful treatment at the beginning of his hiring. He persisted here for a four-year career.

Past-President Dowd: I believe Lance Thompson was also one of the first recipients of The University of Toledo's Outstanding Teaching Award.

President Rouillard: A very valued member of the Chemistry Department; I feel we owe someone a debt of gratitude for someone such as this for having done what he did. Thinking about those kinds of careers inspired us and motivated us to do our share; this is our turn now to be great. Is there anything else? All right, in that case we will move on to several reports. First, we have a core curriculum update by both Senators Humphrys and Molitor.

Senator Molitor: Thank you, President Rouillard. The Core Curriculum Committee has been asked to provide Senate with an update on issues regarding general education curriculum. As you can see our committee has three goals for the current academic year: to implement and pilot a process to document the assessment of general education courses; to present a proposal to the Senate that outlines a general education curriculum that satisfies state and other requirements while still meeting the needs of our students; and once this curriculum has been approved, to implement a process for approving new general education courses or modifications to existing general education courses.

Slide 2

So I will start with the good news. As you may recall from this past Fall 2013, four Senate representatives were appointed to the University Assessment Committee, or UAC. I am sure you would agree with my observation that the experience and knowledge of these four individuals - Professor Edgington and Senators Edwards, Keith and Krantz - suggests the strong emphasis that the Senate Executive Committee has placed upon general education assessment in preparation for our next HLC site visit.

Along with these representatives, President Rouillard, my co-chair Senator Humphrys and I met with Alana Malik from the Provost's Office to develop a framework to document the assessment of general education courses with the intention of piloting it during Spring 2014. The result was a form that departments offering general education courses would complete for each general education course being offered and would return following the completion of Spring 2014. The form requests a listing of student learning outcomes, performance observations or measures of student learning associated with these learning outcomes, a summary of the results from these measures of student learning, and any actions that would be undertaken to improve student performance.

Slide 3

The Core Curriculum committee then identified any potential general education courses that are being offered during Spring 2014. I emphasize the word “potential” because we have not yet settled the issue of what courses comprise our general education curriculum. So our approach was to be as inclusive as possible, which resulted in the identification of over 160 different courses offered across 850 sections. During the second week of the Spring 2014 semester, the form to document assessment of student learning was distributed to the chairs of the 28 different departments that offer these potential general education courses. We requested that these forms along with a copy of the course syllabus be returned after the Spring 2014 semester ends. Once these forms have been collected, they will be reviewed by our Senate UAC representatives, with assistance from the Core Curriculum committee, to provide feedback to the departments that offer general education courses.

Slides 4 - 5

So again, the good news is we have achieved our first goal, thanks to the efforts of many individuals, a number of whom have not been mentioned here.

Slide 6

On February 3rd, the Provost invited members of the Core and Undergraduate Curriculum committees to discuss our current progress and issues with which we have been struggling. Given that the invitation was extended to the Undergraduate Curriculum committee, I assumed the conversation would focus on issues that our committees are working to address. Senator Peseckis and his colleagues can correct me if I am mistaken, but I believe they are addressing issues with the on-line curriculum tracking system and having new courses and course modifications approved by the Senate coded and entered into the system by the Provost’s office in a timely fashion. In addition, Core Curriculum is still trying to resolve the uncertainty regarding OBOR requirements for our general education curriculum.

I was personally dismayed to find that the Provost had called this meeting to pass along his concerns regarding general education assessment and the urgency with which this process needs to proceed given the upcoming HLC site visit during the 2015 – 2016 academic year. Part of my dismay was due to a lack of recognition of the efforts my colleagues and I have put into this process. We worked very hard to develop and implement a process for documenting general education assessment in time for the start of the Spring 2014 semester. And we received no acknowledgement from the Provost regarding our efforts. It was not apparent whether or not the Provost knew that we had successfully completed our efforts to initiate the assessment documentation process two weeks earlier.

Slide 7

I do understand and share the Provost’s concerns regarding general education assessment. Clearly HLC is under pressure from the federal government to demonstrate the value of their accreditation process, and this pressure will most certainly lead to enhanced scrutiny by HLC of our own assessment processes. But an even greater cause of distress is the fact that we are no closer to resolving the issues regarding OBOR requirements for our general education curriculum. This situation has been dragging on for well over a year, and we continue to receive conflicting information regarding the Ohio Transfer Module and OBOR requirements.

Slide 8

For the past 10 years, I have taken the lead in coordinating the successful efforts of the Department of Bioengineering to maintain our external accreditation. In accreditation for engineering and for HLC, there are real consequences for a failure to assess student learning and to continuously improve student outcomes. These consequences can include a response to address reported deficiencies, and as UT experienced 12 years ago, an interim report and interim site visit. But I cannot fathom the accreditation consequences of a failure to determine the requirements of my Bioengineering degree program. And I

believe our inability to identify the appropriate requirements of our general education curriculum will pose a serious issue for our upcoming HLC site visit as well.

Slide 9

Without resolving the OTM issue, we cannot implement a process for approving the addition of new general education courses or the modification of existing ones. In the course proposals presented today by Senator Peseckis and the Undergraduate Curriculum Committee, there is a new English course that is also awaiting approval as humanities general education, and there are two Honors courses with proposed modifications that are currently coded on the system as humanities general education. And our colleagues in Kinesiology have been waiting over 1 ½ years for these issues to be resolved so they can request approval of an existing course as natural science general education. But without a clearly defined set of general education requirements, the Core Curriculum Committee cannot move forward these or any other approvals.

Slide 10

At this point, we have two alternatives for our general education curriculum. The first alternative is modeled on our previous general education curriculum before the competency-based version was approved by the Senate during Spring 2011. It consists of 27 hours of courses spread across the Ohio Transfer Module categories of composition, fine arts and humanities, mathematics, natural sciences and social sciences. Although all Ohio Transfer Module courses were included in the list of approved general education courses, students could select general education courses outside of the Ohio Transfer Module such as foreign languages and the Honors Reading Conferences.

Slide 11

What has not been resolved is whether OBOR is going to require us to insure that all students fulfill Ohio Transfer Module requirements through our general education curriculum. If this is the case, then we will have to add 9 hours to our general education curriculum. Furthermore, we will be required to limit general education courses to those approved by OBOR for our Ohio Transfer Module. This requirement could pose significant problems for degree programs that require courses outside the Ohio Transfer Module such as foreign languages and the Honors Reading Conferences, or are constrained to limit general education credit hours in order to satisfy external accreditation and/or professional licensing requirements.

During the February 3rd meeting, we requested that the Provost arrange for Core Curriculum Committee representatives to directly meet with OBOR representatives to obtain a definitive answer to this issue. To date, we have received no update from the Provost regarding the status of our request.

Slide 12

So let me conclude by providing recommendations from the Core Curriculum committee on how to proceed from here. With regards to the process for documenting the assessment of Spring 2014 general education courses, it would be disingenuous of me to suggest that this work has been completed. Although a lot of effort was devoted to developing and launching this process in time for the start of the Spring 2014 semester, the bulk of this work lies with the departments that must assess their general education courses and submit reports that document their results.

A few statistics to emphasize how much work remains to be done: Chemistry is responsible for documenting the assessment of 7 courses across 92 sections; Physics has 10 courses across 98 sections; Mathematics has 14 courses across 95 sections; English has 12 courses across 157 sections; and Foreign Languages has 29 courses across 64 sections. So instead of continuing to remind us that we need to document the assessment of our general education courses, our first recommendation is for the Provost to

provide resources and support to the departments that are assessing their general education courses to insure that this process is successful.

Our second recommendation is for the Provost to arrange a meeting between OBOR and Core Curriculum committee representatives in order to provide definitive answers with respect to OBOR requirements for general education. We understand the Provost's urgent approach to documenting the assessment of general education courses given the upcoming HLC site visit. But we do not detect the same sense of urgency for resolving the composition of our general education curriculum. The Core Curriculum committee believes that this issue needs immediate resolution to prevent serious issues regarding our HLC accreditation and to insure that all of our graduates fulfill state requirements.

Our final recommendation is for the Provost to survey all undergraduate degree programs to determine the impact of a 36-hour general education curriculum that is limited to Ohio Transfer Module courses. In particular, we need to know whether our degree programs require an additional nine hours of Ohio Transfer Module coursework outside of our current general education curriculum. Furthermore, we need to know the impact these requirements would have on degree programs that require general education courses such as Foreign Languages and Honors Readings Conferences that are outside of the Ohio Transfer Module.

Thank you for your time, and I would be happy to answer any other questions.

Past-President Dowd: I want to compliment Senator Molitor on his presentation. It was quite informative and eye-opening. President Rouillard, when is the next time you will be giving a report to the Board of Trustees?

President Rouillard: I believe it is March 11th if I am not mistaken.

Past-President Dowd: Perhaps, you would consider presenting these particular recommendations to the Board of Trustees. I believe it is important to inform the Board as to why this issue is not moving forward. Again, Senator Molitor's presentation was excellent.

Senator Humphrys: It was. Thank you, Senator Molitor. Here's a reiteration of a lot of things Senator Molitor said: We can probably say that this is no better than where we were two-years ago. Really without the resolution that Senator Molitor said, what is this, does it have to equal OTM, or does it have to be our general education? We're not going to go forward and a lot of these promises that we were given before such as meetings with the provost are not going to happen. I know at meetings with OBOR for years we were promised that and it's never happened. It's frustrating but also it's a disadvantage to our students.

Prof. Pollauf: I have two questions. One is, are we the only institution in this position? I mean, is this something that other people have struggled with as they converted to semesters or are we just "stuck on stupid" for a lack of a better word <laughter>?

Senator Humphrys: The only comments that I can make since I attend the Ohio Faculty Council meetings, at the last one on February 14th I asked the representatives and I think they were representatives from the 10 out of 13 states institutions and everyone looks like, why is this an issue? Why do you guys have problems with this? And they all are very supportive, but they just don't understand why The University of Toledo really isn't paralleling with what apparently they've been doing for years.

Prof. Pollauf: The second part is, time is obviously not standing still. I see 19 pages of proposed course modifications. I know I have curricular program changes in, but if nobody knows what the rule is because

usually we would've put out the catalogs for next year by now, when do you see us ending this cycle because we're behind the eight-ball?

Senator Molitor: We've been behind the eight-ball for several years now, so this has been just lingering and lingering. Ever since we initially had that vote in Spring 2011 to change our general education curriculum, nothing has changed in the system and nothing has changed in terms of what advisors are advising our students. So we are still effectively operating on our pre-Spring 2011 general education curriculum as far as the nuts and bolts and on-the-ground implementations are concerned. So that's how long this been going on.

Senator Humphrys: And I think too, over and above the frustration that we've had on this committee is to me the "slap in the face" that Faculty Senate has had because we voted. We said this is what our general education course list is and that has never been acted upon. We have to rely on the administration to code those courses and they were never coded, so I think there's even a bigger issue of where Faculty Senate is in the standing of determining what our curriculum is.

Senator Molitor: If I'm not mistaken, graduate curriculum is having some issues with things they approved; they were never coded on the system or it took a large amount of time to do so.

Prof. Pollauf: Or if something gets approved and it's not required so apparently it doesn't exist.

Senator Molitor: That's also a problem.

Prof. Lee: In my 30 years in nursing, it sounds like it is part of a resource issue as are among other things around here. Not necessarily anticipating an outcome, but would it help if we formalize something from the Senate, some kind of statement requesting or endorsing what you stated or is that just wishful thinking?

Senator Molitor: I don't know if it would help.

Past-President Dowd: May I make a suggestion? The Executive Committee can work with Senators Humphrys and Molitor to construct a statement that President Rouillard could present to both President Jacobs and the Board of Trustees.

President Rouillard: I can certainly do that. I would like to say that I like Senator Hoblet's idea that if the Faculty Senate as a whole would endorse this report I think that perhaps we can also present this report to the Board with endorsement with the entire Faculty Senate.

Senator Krantz: One of the stated functions of the University Council is to address university-wide issues. We have many members of the Faculty Senate that also serve on that council. It would probably be a good idea to also inform them and have them form a discussion.

President Rouillard: I think the more appropriate place to have those discussions is here with the full faculty body as opposed to a body that frankly has diluted the faculty voice. In fact, Vice Provost Barrett did present a few slides from his report at University Council, but it is really important that this body be a recognized body that speaks to core curriculum. So, is there somebody who would like to put forward a motion endorsing this report by the Core Curriculum Committee and urge the Board of Trustees to pay particular attention to this report?

Past-President Dowd: So moved.

President Rouillard: Is there a second?

Senator Lundquist: Second.

President Rouillard: Are there any further comments? All those in favor of a faculty statement that explicitly endorses this report from the Curriculum Core Committee, please signify by saying “aye.” Any opposed? Any abstentions? *Resolution Passed.* I will carry forward the resolution along with the report. Thank you very much.

[Applause]

Professor Marchionni: President Rouillard, I have a question. Will this report come to the Undergraduate Academic Programs Committee of University Council?

President Rouillard: This will go out in the Faculty Senate Minutes. We can certainly forward it to your committee.

Professor Marchionni: I mean, are we taking action on this, do you know?

President Rouillard: That depends on your committee. The Faculty Senate can’t tell your committee, the University Council what to do, but we can certainly forward the information to use as directives.

I would also like to recognize some of the other members of this Core Curriculum Committee. In addition to Senator Molitor and Senator Humphrys, Holly Monsos, Renee Martin, Kristen Keith, David Krantz, Thomas Atwood, Susan Batten, Diane Cappelletty, and a student, Ryan Peachock. I would hope you would join me in showing our appreciation to the rest of the committee for their hard work on a very important issue. Thank you.

[Applause]

Next, we have a report from Senator Humphrys on the last BOT meeting, and do you have updates on the University Faculty Council as well?

Senator Humphrys: Yes, I do. Would you like me to present that too?

President Rouillard: If time permits.

Senator Humphrys: We had the Ohio Faculty Council meeting on February 14th. It was a very interesting meeting. The guest speaker for that meeting was David Cannon, OBOR’s Vice Chancellor for Finance and Data Management. Along with his assistant director that was there they gave a very detailed explanation for the new funding formula for state share of instruction, SSI. I would say that it is a great understatement to call it “very complicated.” It’s a very complicated formula which there were many slides and just as I thought I understood it, they had another slide. But some of the highlights of the formula that I thought might be of interest is that there’s a pool of funds, about \$1.4 billion which would be distributed each year. And that would be distributed to Ohio’s 13 four-year universities. About 40% of that, \$600 million, is set aside for degree completions. The amount of the \$600 million that a particular institution would receive is the percentage of the total degrees awarded across the state that that institution is responsible for, which basically means, for example, UT is responsible for 10% of their four-year degrees that are awarded in the state of Ohio; UT would receive 10% of \$600 million, so \$60 million. There’s some interesting creative financing of this funding. For a student who would receive two degrees at the same level during the same fiscal year (a student who receives a BA in two different areas in Spring 2015) the institution will only be subsidized for one of those degrees. The formula awards about half as much subsidy for an associate’s degree. Since those two degrees are at two different levels, a student who receives an associate’s degree and then a bachelor’s degree would actually get 1 ½ the subsidy as someone only getting a bachelor’s degree is getting. As a result of that, Kent State has already announced that every student enrolled in a four-year program also plans to give students an associate’s degree after they complete 16 credit hrs. Quinetta will send tomorrow an article that talks about Kent State’s proposal.

One ratification that an institution can receive is an associate degree of practice, for example, all 13 state universities are drawing from the same pool of money, so one institution is getting 1 ½ subsidy points for one student where the other institutions who aren't doing it will be just getting 1 subsidy point. So there's a lot of thought and discussion that I've read since that meeting, that Ohio State is vigorously imposing this associate degree awarding practice. The distribution of the other 60% of the pool of funds will be based upon items such as course completion and special funding consideration, which I learned they can basically determine as time goes on. So, to give you an example, a special funding consideration that would give an institution a part of 60% of the non-degree completion pool funding would be if they're graduating students that are financially damaged, racial ethnic minority, students of non-traditional college age, and/or students that are at-risk academically. Another one of these special funding opportunities relates to the cost of a degree program. OBOR has determined a cost to every degree program that is offered in every institution in the state and it is one cost. It says, an electrical engineering degree cost "6 figures." So, if they determine that, it doesn't matter where you get an electrical engineering degree from it will be "this" much; but, if The University of Toledo can graduate a person for less than "6 figures" they would get a bonus, so that's another way you can get a part of that 60% funding.

The Executive Committee had discussed this and upon President Rouillard's recommendation I have invited David Cannon to give this presentation to us here at Faculty Senate because it seems to me that one of the things that's going to result from this is that institutions are going to start to use this complicated formula and the opportunity for funding that it offers and maybe redistribute and rearrange some of the academics in order to put themselves in the position.

Dr. Peseckis: Does this mean that someone who comes to us from a community college with an associate's degree and they get a bachelor's will get credit for the full four years for being here?

Senator Humphrys: No, it is prorated and they had a pretty complicated way to do that too. If they came from a community college, that institution would get the subsidy for them graduating with an associate's degree. We will prorate subsidy for anyone who comes in with a degree or transfer out with credit hours towards a degree.

Dr. Peseckis: Does the same thing happen with a Master's Degree or a PhD?

Senator Humphrys: You know, they didn't get into the graduate level. They do have information for you, but at our meeting we didn't do anything for grad. Let's face it, there's going to be a lot of "flames" so-to-speak, to all of this; one of which was brought up and discussed at quite some length was the experiential credit. You give a person experiential credit all kinds of things happen. Someone that's within ten hours from graduating and they get a job in South Dakota. They are not going to stay in "xyz" institution in Ohio because they are going to move to South Dakota. We still want to get a subsidy for graduating so we might say how much experiential credit can we give you? It opened up at Kent State and it already proves that people are looking at this from a financial aspect.

Senator Thompson-Casado: Senator Humphrys, I lost track of the number of times you said "complicated" <laughter>. Do you know the benchmark of how much it costs the state to operate this new system because it's going to be very complicated on their end and I imagine UT will have to hire a cadre of administrators just to make sure they're getting this right on both ends? It's going to be quite costly just to operate this.

Senator Humphrys: That's an excellent point. Quite frankly, I think we were also stung by just inception, addition, and "if none of this happens and then there goes a "full moon" and it will do this" kind of thought<laughter>. We were involved in trying to get out our points on that that those kinds of questions didn't come up.

Past-President Dowd: Your comment is particularly terrifying when you consider we have an administration at this institution that cannot generate proper W-2 forms.

Prof. Marchionni: Unless I read it incorrectly, it's a two-page article and on the first-page it seems to say that 30 hrs. were to be taken from the major and 15 hrs. from gen ed. curriculum, a total of 45 hrs. to accrue an associate's degree. On page-two, however, it says 30 hrs. and 30 hrs. I haven't verified any of this, but what I found curious was that those hours rather they be 30 hrs. or especially 15 hrs. could be taken from any area, no balance of any particular discipline. So it seems to me that in those 15 hrs. you could avoid all math, perhaps even composition, and certainly humanities and fine arts. So I find that really curious and I guess the reason why I'm especially interested in this is because our Undergraduate Academic Program Committee of University Council has been charged with implementation of this associate's degree. Of course with considerations we are concerned by the need for such degrees and such areas in our general reason, to serve our students and faculty on the administrative side they are discussing funding. So at the last meeting I was talking to a couple of folks from administration and they really were "chomping at the bit" and so my question is, are we going to have an endorsement from Faculty Senate with perusing this associate's degree? And if we do, how long might this take because if we were to do it we go to do it and the sooner the better because of the funding aspect of all this?

Past-President Dowd: Professor Marchionni has it right: the University Council Undergraduate Academic Committee may assist with implementation of this issue, but the development of any associate degree program must originate in Faculty Senate and be approved by Faculty Senate. Back in summer 2013, President Rouillard charged the Faculty Senate Committee on Academic Programs to work with the University Council committee to examine this issue. President Rouillard forwarded the recommendations from the Academic Programs committee to the administration. Since that time we have not received a response from the administration. At this time we don't know if the administration has any actual interest in developing these associate degree programs.

President Rouillard: Well actually, the first charge came from the University Council and your committee was charged to study the issue and Faculty Senate offered that our Academic Programs Committee work be in conjunction with you.

Prof. Marchionni: Right.

President Rouillard: But this is a question that we can certainly bring up at our next Faculty Senate Executive Committee meeting with Provost Scarborough which in fact is this week and we can certainly put that on the agenda. Are there any additional questions?

All right, thank you Senator Humphrys for that very good report and thank you for all the trips you have made to Columbus. Next, we are going to move to Dr. Peseckis with undergrad curriculum report.

Dr. Peseckis: The course proposals were sent out by Quinetta yesterday. There is one change, 4640 Cosmetics Science Essential. It has no prerequisite, but it actually has a PT requirement of....

President Rouillard: Are there any questions regarding the list of courses?

Senator Molitor: I mentioned this a couple of weeks ago when Dean Ransom was here to talk about the new Honors College. Can anyone speak to the rationale for the change to honors' composition courses? I'm concerned that this might require more discussion because the many programs allow these courses to count as composition I and composition II and you're talking about courses that everybody across the whole university -- not only undergraduates -- gets, that's a pretty substantial change. I don't just make a rationale for opening up great ideas and maybe promoting experiential learning is going to be professional for something that requires a change so again, composition I and composition II. I was wondering if anybody from the Honors College can speak to that rationale.

Senator Sheldon: Prior to the decision being made we received a lot of feedback about Readings Conference I and II having a title that was confusing. It was perceived as a reading course but obvious was not a reading course. So, the new description clearly states that this is a writing intensive course. The other thing we did when we had the opportunity to change the course was take away from a Eurocentric linear structure that focused on ancient times through the Middle ages and then the Renaissance to contemporary period and then broaden that focus so faculty can utilize materials from their particular areas since we are not trained with classics and that's the way Readings Conference I and II have been taught for years and years. But there's still reading and we emphasized the writing component and our student learning outcomes are exactly aligned with comp I and comp II.

President Rouillard: I have a quick question as well about the Honors course changes. Since it is going to address different disciplines it is still coded as humanities, is it not?

Senator Sheldon: Yes.

President Rouillard: So is that going to change the coding if this ends up drawing from different disciplines or perhaps one section is going to draw on one discipline or will the discipline emphasis change from one semester to another?

Senator Sheldon: In terms of faculty in the Honors College we're all humanities trained. So right now there's going to be a humanities courses. None of us are trained outside of humanities that are going to be teaching these courses. Down the line, I don't know.

Prof. Schriener: [*indecipherable*]

President Rouillard: I understand that, but my concern would be if the course would suddenly turn into "great scientific ideas" or "great theories in mathematics" if for some reason we decided that that will be the emphasis that semester that would call into question the courses coded. But I agree with you, you can certainly dip into different disciplines with this course. My other question is about this course is that, am I correct in understanding that students have gone from reading primary texts to reading secondary texts?

Senator Sheldon: It does change from professor to professor. The Curriculum Committee really does emphasize the primacy of primary texts; some secondary texts are used supplementally. I don't know anybody in the Honors College that is using nothing but secondary texts. We are aware of all those issues. The description of the former Readings Conferences, if you build into that you could've used scientific texts from all these historical periods as well. It never says anything about the humanities or primary texts or secondary texts so we are just trying to strengthen it that it clearly comes across as a writing course, first semester and second semester exactly parallel to comp. I and comp II.

Dr. Peseckis: You mentioned in your discussions, reading I, is that in the core?

Senator Molitor: It is currently.

Dr. Peseckis: So will this be grandfathered in, the new changes?

Senator Molitor: That's a good question because if we have to go to an OTM-only general education then Honors will be counted.

Past-President Dowd: But this also raises the issue of you're going from great books to great ideas. This is a substantial change in the content of this course. This suggests that this course should have to go through the approval process again as a new course.

Senator Sheldon: Most of us in the Honors College believe that great ideas come in great books. It's just that there was some confusion about, is this a reading course or is this a writing course.

President Rouillard: But as you said, the question would be, will it be included in the OTM?

Dr. Peseckis: Separate from approvals.

Senator Molitor: We, the Core Committee is supposed to approve anything that comes along your way that says this is a general education course for multicultural course and as I pointed out that English 2770 we can't do anything in terms of including it as humanities. I didn't say we can't approve it as a multicultural course because right now we still have control over that essentially.

President Rouillard: And certainly the changes to breakout of the Western tradition it's to be applauded and the idea that you organize it around... that it's not from day 1, day 2, day 3, you don't have to do them chronologically because they are all wonderful initiatives in this course description. Is there anything else on these Honors courses?

Senator Molitor: Maybe more of a comment directed towards administration. One of the things that caught my eye when reading this was "innovation" in the title...the number in College of Engineering...experiential learning which is a very big part of our program; however, like anything else in life there's always too much of a "good" thing. If this is a composition course I don't want my students learning composition by experiential learning. I want them in the classroom learning how to do this. The same things with the thing like calculus, all of these fundamental courses; there are some things we have to teach our students here when they are sitting in our classrooms. There's plenty of stuff out there that works really well with experiential learning but things like this do not.

President Rouillard: I have a question on one of the communication courses. In COMM 4100, the journalism course, it says change the prerequisite from COMM 2220 to COMM 2160 or COMM 2220 with a "D" or better, do you really want to advertise the D, do you just want to say, "passing the course?"

Senator Monsos: That is what my committee voted on.

Senator Molitor: So that means they pass with a "D-."

Senator Monsos: Essentially, they can't fail.

President Rouillard: They just don't want to say, "Pass the course?"

Dr. Peseckis: Well, a "D" is passing.

Senator Rouillard: I know it's passing, but it kind of makes us look like we've got odd standards.

Senator Monsos: They have to pass the course.

Dr. Peseckis: They can just say you cannot get an "F."

Senator Molitor: But again, a "D-" is simply passing the course. You have to say a D or better so you are saying you can't fail.

Senator Hewitt: I think there's a small typo omission in Math 1340, College Algebra and Trigonometry.

Past-President Dowd: Pardon me, but what page are you referring to?

Senator Hewitt: This is page 17. There should be two changes, one is the change in prerequisites and the other is the proposed change from 4 credit hrs. to 5 credit hrs.

Dr. Peseckis: This is the information that posted on the tracking system and not in hardcopies.

Senator Hewitt: We did put 5 credits on the tracking system.

Dr. Peseckis: What course was it?

Senator Hewitt: 1340. So it was formerly 4 credit hrs. but we did put in a change for 5 credit hrs. which was discussed at the College Council and approved there.

Dr. Peseckis: I'll make sure to correct it.

President Rouillard: This brings up another issue, Senator Monsos you had mentioned that you were having trouble getting some of your course changes in the curriculum tracking system.

Senator Monsos: We were able to get in the course changes; I was definitely having trouble at first, but then that worked. The update - this is what I was told by Marcia King-Blandford just a couple days ago, the new updated version of the curriculum tracking system is ready to go and Faculty Senate Exec has asked to preview it again and once that happens they will flip the switch and the updated curriculum tracking system will be ready to be used.

Dr. Peseckis: I think it should be soon; I assume we review it and then we will have a new system. The one thing I can say is it's true.

Senator Monsos: It is true.

Dr. Peseckis: We still need the hardcopies though. When they did this in 2010 they basically erased everything that was on the system that no one else could get to the archives again after that. So if someone has a question from May 2009 I can look at my personal notes but they removed them from the depository. They have not told us if they're transferring all the data over or starting with blank again.

Senator Mansos: I think our associate deans asked that and the answer was, everything that's in the system now is going to be archived, but it is not a new system, it's an update to the existing system. So they say that everything that's in there now will still be in the updated system, but just in case they are archived.

Dr. Peseckis: Let's keep our fingers crossed<laughter>.

Unknown Speaker: That is what they said the last time.

Dr. Peseckis: So this is why I need the hard copies and those are going forward. Someday when we can trust the system then we will just use this. But we need something in a hardcopy form that we can point to that someone can't delete at a click of a button.

Senator Monsos: This is not curriculum, this is programs. In NSM and LLSS we all had college changes that we wanted to submit that we couldn't get in the system.

Dr. Peseckis: May we go back to the courses and course changes? I would like to vote that we approve them. All in favor please signify by saying "aye." Any opposed? Any abstentions? ***Motion Approved. The following are the list of courses that were approved.***

New Course

COCA 1000 Orientation 1Chr

Delivery Mode: Lecture

Offered: Fall, Every Year

Prerequisites: None

Catalog description: Course will introduce new students to university and college requirements and regulations, provide information on campus resources, and help students develop academic skills. Required of all entering first year students.

COMM 2160 TV Production 1 3 Chr

Delivery Mode: Lecture

Offered: Fall, Spring, Every Year

Prerequisites: None

Catalog description: This is a laboratory/lecture course designed to introduce the student to the terminology and single camera production procedures used in field television production and serve as a foundation for story-telling through this medium.

COMM 2870 Communication Theory 3 Chr

Delivery Mode: Lecture

Offered: Fall, Spring, Summer, Every Year

Prerequisites: None

Catalog description: An introduction to human communication theory and research directed toward understanding and applying theory and research in various communication contexts and for various communication outcomes.

Course Modification

COMM 2120 Reporting 4 Chr

Change credit hours from "4" to "3."

Change prerequisite from "COMM 2100" to "COMM 2130"

Reason for change: To make state compliant with contact time

COMM 2130 Media Writing I 4 Chr

Change credit hours from "4" to "3."

Reason for change: To make state compliant with contact time

COMM 2150 Digital Publishing 4 Chr

Change credit hours from "4" to "3."

Reason for change: To make state compliant with contact time

COMM 2180 Media Producing and Performance 4 Chr

Change credit hours from "4" to "3."

Reason for change: To make state compliant with contact time

COMM 2210 Audio Production I 4 Chr

Change credit hours from "4" to "3."

Reason for change: To make state compliant with contact time

COMM 2220 Television Production 1 4 Chr

Change name to "Television Production 2"

Change credit hours from "4" to "3."

Change prerequisite to "COMM 2160 Television Production 1 with a D or better"

Reason for change: To make state compliant with contact time and have named new class TV Production 1

COMM 2300 Photojournalism 4 Chr

Change credit hours from "4" to "3."

Reason for change: To make state compliant with contact time

COMM 2500 Digital Media I 4 Chr

Change name to "Social Media I"

Change credit hours from "4" to "3."

Reason for change: To make state compliant with contact time and name changed to not be confused with New Media courses in Art

COMM 2840 Interpersonal Communication 4 Chr

Change credit hours from "4" to "3."

Reason for change: To make state compliant with contact time

COMM 3120 Media Writing 2 4 Chr

Change credit hours from "4" to "3."
Change prerequisite to "COMM 2130 Media Writing 1 with a D or better"
Reason for change: To make state compliant with contact time

COMM 3150 Feature Writing 4 Chr
Change credit hours from "4" to "3."
Change prerequisite to "COMM 2130 Media Writing 1"
Reason for change: To make state compliant with contact time

COMM 3180 Mass Communication Law 4 Chr
Change credit hours from "4" to "3."
Reason for change: To make state compliant with contact time

COMM 3210 Audio Production 2 4 Chr
Change credit hours from "4" to "3."
Reason for change: To make state compliant with contact time

COMM 3270 Television Newswriting 4 Chr
Change name to "Multimedia Newswriting"
Change credit hours from "4" to "3."
Prerequisite: None
Reason for change: To make state compliant with contact time and change name to better cover topics covered in course

COMM 3290 Media Management 3 Chr
Change name to "Content Management"
Change prerequisite from "COMM 2000" to "COMM 2500 Social Media 1"
Update catalog description to "The student will be able to proficiently utilize new media, and critically analyze design and content issues in mediated communication. The goal of this course is media design & content literacy."
Reason for change: Updating the class to keep up with major trends in the media and the need for students to understand content management and marketing.

COMM 3340 Visual Communication 1 4 Chr
Change credit hours from "4" to "3."
Reason for change: To make state compliant with contact time

COMM 3350 Graphics Communication 1 4 Chr
Change credit hours from "4" to "3."
Reason for change: To make state compliant with contact time

COMM 3500 Digital Media 2 4 Chr
Change name to "Social Media 2"
Change prerequisite to "COMM 2500 Social Media 1"
Reason for change: To make state compliant with contact time and name changed to not be confused with new media courses in ART

COMM 3720 Public Relations Principles 3 Chr
Change prerequisite from 'COMM 2100" to "COMM 2130 Media Writing 1"
Reason for change: Prerequisite had to be updated

COMM 3820 Persuasion and Propaganda 4 Chr
Change credit hours from "4" to "3."
Reason for change: To make state compliant with contact time

COMM 3830 Principles of Debate 4 Chr
Change credit hours from "4" to "3."
Reason for change: To make state compliant with contact time

COMM 4090 Mass Communication Ethics 4 Chr
Change credit hours from "4" to "3."
Reason for change: To make state compliant with contact time

COMM 4100 TV Journalism 4 Chr
Change name to "Multimedia Journalism"
Change prerequisite from "COMM 2220" to "COMM 2160 or COMM 2220 with a D or better"
Update catalog description to "Developing a thorough understanding of researching, writing, and presenting television/online news. Includes studio and remote productions"

Reason for change: Name changed to better describe the topics covered in the course.

COMM 4220 Television Production 2 4 Chr

Change name to "Television Production 3"

Change prerequisite from "COMM 2220" to "COMM 2160 TV Production 1 with a D or better"

Update catalog description to "Developing a thorough understanding of researching, writing, and presenting television/online news. Includes studio and remote productions"

Reason for change: Name being changed because another class will be using TV Production 2

COMM 4250 Mass Communication History 4 Chr

Change credit hours from "4" to "3."

Reason for change: To make state compliant with contact time

COMM 4330 Integrated Media 4 Chr

Change credit hours from "4" to "3."

Change prerequisite from "COMM 2630" to "COMM 2130 Media Writing 1"

Reason for change: To make state compliant with contact time and update prerequisite

COMM 4340 Visual Communication 2 4 Chr

Change credit hours from "4" to "3."

Change prerequisite from "COMM 2630" to "COMM 3340 Visual Communication 1"

Reason for change: To make state compliant with contact time and update prerequisite

COMM 4350 Graphic Communication 2 4 Chr

Change credit hours from "4" to "3."

Change prerequisite to "COMM 3350 Graphic Communication 1 with a D or better"

Reason for change: To make state compliant with contact time and update prerequisite

College of Language, Literature, and Social Sciences

New Course

ANTH 4940 Internship in Anthropology 1-6 Chr

Delivery Mode: Field

Offered: Fall, Spring, Summer, Every Year

Prerequisites: Permission from Instructor

Catalog description: This course provides students supervised field placement related to the field of anthropology. Qualified students will work in approved organizations such as museums, parks.

ENGL 2770 American Minority Writers 3 Chr

Delivery Mode: Recitation

Weekly Contact Hours: 3

Offered: Fall, Spring, Every Year

Prerequisites: None

Catalog Description: Study of literature by underrepresented groups in the United States. A particular group may be specified; consult Time Schedules for specific topic.

Course Modification

ANTH 4730 Biocultural Ecology 3 Chr

Change course alpha numeric to "ANTH 3000"

Change course name to "Culture and Sustainability"

Reason for change: Lowering the course to a 3000 level to increase its availability to students in interdisciplinary majors and minors related to issues of sustainability. The course is renamed for greater clarity.

College of Engineering

New Course

MIME 3200 Intro to Project Engineering 3 Chr

Delivery Mode: Lecture

Weekly Contact Hours: 3

Offered: Fall, Spring, Every Year

Prerequisites: Junior or senior standing in MIME.

Catalog Description: Topics include: engineering economics; societal, legal and ethical concerns; project scheduling; and designing for quality as well as matching client desires with product attributes.

Course Modification

BIOE 4110 Advanced Biomechanics 3 Chr

Change prerequisites from "BIOE 3110; MIME 2300" to "BIOE 3110 or CIVE 1160"

Reason for change: Dropped MIME 2300 Dynamics as a pre-req so more BIOE students could enroll. The instructor will cover any required material from this topic in the course. The inclusion of either BIOE 3110 or CIVE 1160 will insure students have appropriate background in strength of materials.
No content has changed.

BIOE 4140 Biomedical Instrumentation Lab 2 Chr

Change prerequisites from "BIOE 3300" to "EECS 2300"

Change corequisite from "BIOE 4120" to new coreq "BIOE 3300"

Reason for change: Instructor of BIOE 4120 Biosignal Processing has requested that students complete BIOE 4140 Biomedical Instrumentation Laboratory before taking BIOE 4120. Material presented in BIOE 4140 is required to understand material presented in BIOE 4120.

No content has changed.

BIOE 4730 Computational Orthopedic Biomechanics 3 Chr

Change course title to "**Computational Bioengineering**"

Change catalog description from "Introduction to and utilization of computational packages in orthopedic biomechanics. Computer aided design of implants, shape-optimization, finite element analysis of implants performance and failure of musculoskeletal organs, tissues and cells" to "Introduction to and utilization of computational packages for bioengineering applications. Introduction to finite element analysis and applications in biomechanics, biofluidics, bioheat transfer, optimization."

Reason for change: We wish to broaden the applications covered in this course from orthopedic biomechanics to a wide range of topics. We believe this will make it of more general interest and more suitable to upper-level BIOE undergraduates preparing for a wide variety of careers. If course content is changed, give a brief topical outline of the revised course below:

Applications of computer software such as COMSOL Multiphysics, AutoCAD, Solidworks, and MATLAB to the following: heat transfer, mechanics, mass transfer and chemical kinetics.

Jesup Scott Honors College

Course Modification

HON 1010 Readings Conference I 3 Chr

Change course title to "**Ideas, Innovation, and Society I**"

Prerequisite: Must be member of Honors College

Change catalog description from "This reading, writing and discussion course examines great books and formative ideas, primarily from the Western tradition. Readings Conference 1010 focuses on selected works from ancient times through the Middle Ages." to New Catalog

Description "HON 1010 is a first-semester writing course that examines innovative ideas across disciplines, societies, and historical periods. Students will be able to articulate problems and solutions through introductory research methodologies, expository writing, and/or experiential learning."

Reason for change: The new title for HON 1010, "Ideas, Innovation, and Society I," reflects a shift in focus from a "great books" class to a "great ideas" class, allowing the course greater flexibility to include ideas outside of Western tradition and from disciplines other than the humanities. This also will allow the course to follow a thematic format rather than a chronological format, incorporating texts from different historical periods alongside each other. The new title's inclusion of "innovation" also reflects the emphasis of the Jesup Scott Honors College on experiential learning and the application of ideas to contemporary real-world situations.

While HON 1010 has always included the teaching of writing, the course's Student Learning Objectives have been modified to better reflect how the course meets all state requirements for a first-semester writing course, including rhetorical strategies, collaboration, and introductory research methodologies (see attached Syllabus).

HON 1020 Readings Conference II 3 Chr

Change course title to "**Ideas, Innovation, and Society II**"

Prerequisite: Must be member of Honors College

Change catalog description from "This reading, writing and discussion course examines great books and formative ideas, primarily from the Western tradition. Readings Conference 1020 focuses on selected works from the Renaissance through the 20th Century." to New Catalog

Description "HON 1020 is a second-semester writing course that builds upon the HON 1010 curriculum of innovative ideas across disciplines, societies, and historical periods. Students will be able to articulate specific disciplinary problems and solutions through intensive research methodologies, expository writing, and/or experiential learning."

Reason for change: The new title for HON 1020, "Ideas, Innovation, and Society II," reflects a shift in focus from a "great books" class to a "great ideas" class, allowing the course greater flexibility to include ideas outside of Western tradition and from disciplines other than the humanities. This also will allow the course to follow a thematic format rather than a chronological format, incorporating texts from different historical periods alongside each other. The new title's inclusion of "innovation" also reflects the emphasis of the Jesup Scott Honors College on experiential learning and the application of ideas to contemporary real-world situations.

While HON 1020 has always included the teaching of writing, the course's Student Learning Objectives have been modified to better reflect how the course meets all state requirements for a second-semester writing course, including rhetorical strategies, collaboration, argumentation, and intensive research methodologies within a particular discipline (see attached Syllabus).

College of Health Sciences

New Course

HIM 4230 Compliance and Ethical Issues 3 Chr

Weekly Contact Hours: 3

Offered: Fall, Every Year

Prerequisites: None

Catalog Description: This course presents an overview of the compliance and ethical issues facing the health care industry. It introduces the students the importance of corporate compliance programs and standards, policies, and procedures healthcare organizations should have in place to assure compliance with government funded programs.

SLP 4040 Counseling Skills for SLPs 3 Chr

Weekly Contact Hours: 3

Offered: Spring, Every Year

Prerequisites: SLP 2400

Catalog Description: SLP 6040-Counseling Skills for Speech-Language Pathologists is a graduate elective course that is cross-listed with the undergraduate course SLP 4040-Counseling Skills for Speech-Language Pathologists. This course provides an overview of the skills necessary to counsel people with communication disorders and their families. Topics addressed include patient-centered practice, interviewing, information-giving, psychological sequelae of communication disorders, counseling ethics, and family systems. Students will be given opportunities to practice counseling skills.

Course Modifications

HIM 3200 Healthcare Resources, Payers 3 Chr

Change number to "HIM 2200"

Reason for change: The only change is the course number. When the course was designed, the level was selected as a 3000 level junior level course. It should have been a 2000 level sophomore course. It is a required course for Health Information Administration (HIA) and Certificate in Health Information Administration (CHIA) students. However, it is also taken by non-HIA/CHIA students. Changing the course level to 2000 will allow students with sophomore status to be able to register and get exposed to the HIA program at an earlier time of their studies.

HIM 3210 Acute Care Clinical Class Systems 3 Chr

Change prerequisites to "HIM 2210, HIM 2230, KINE 2560 Human A&P I; KINE 2570 Human A&P II; KINE 2580 Human Pathophysiology in Health Care"

Reason for change: We would like to place all pre-req. courses to improve student success rate in HIM 3210 and to deter students from taking any of the listed pre-requisite courses and HIM 3210 at the same time. Students are required to complete Medical Linguistics in Ancillary Services, Healthcare Documentation Requirements, A & P I, A&P II, and pathophysiology courses before they begin the Acute Care Classification course, HIM 3210.

If course content is changed, give a brief topical outline of the revised course below

As of 8/2013, the content of the course was modified from ICD-9-CM to ICD-10-PCS as HIA/CHIA students will be the tested based on the new coding coding classification system in 2014.

HIM 3220 Ambulatory Clinical Class Systems 3 Chr

Change prerequisites from "Prerequisites: HEAL 1800, HIM 2210" to "Prerequisites: HEAL 1800, HIM 2210, KINE 2560, KINE 2570"

Reason for change: We would like to place all pre-req. courses to improve student success rate in HIM 3220 and to deter students from taking any of the listed pre-requisite courses and HIM 3220 at the same time. Students are required to complete Medical Linguistics in Ancillary Services, A & P I, and A&P II courses before they begin the Ambulatory Care Classification Systems and Services course, HIM 3220.

HIM 3230 Healthcare Document Requirement 3 Chr

Change number to "HIM 2230"

Reason for change: Currently this course is being offered at junior level. Changing the course number to a 2000 level will allow students with sophomore status to be able to register and exposed to the healthcare information administration program at an earlier time of their studies.

HIM 3940 Professional Practice Exp I 4 Chr

Change title to "Healthcare Content and Record Management"

Change prerequisite to "HIM 3240"

Reason for change: We would like to place HIM 3240:Health Information Administration Practices as a pre-req. to deter students from taking HIM 3940: Healthcare Content and Record Management course before learning about the theory and principles related to the facilities, organizations and agencies in healthcare.

HIM 4200 Reimbursement Methods and Compliance 2 Chr

Change number to "HIM 3250"

Change title to "Reimbursement Methodologies"

Change prerequisites to "HIM 3210, HIM 3220"

Reason for change: To comply with the Ohio Board of Regents' transfer policy applicable to the Health Information Management Transfer Assurance Guide (TAG) requirements we are changing the course level to a 3000 level. It is a required course for Health Information Administration (HIA) and Certificate in Health Information Administration (CHIA) students. Course has been modified; compliance portion of the course work has been removed, and added to the newly proposed Compliance and Ethics course, HIM 4230. We would like to place HIM 3210 and HIM 3220 as pre-req. courses to improve student success rate in HIM 3250 and to deter students from taking any of the listed pre-requisite courses and HIM 3250 at the same time.

HIM 4210 Healthcare Stat, Regis, Resear 3 Chr

Change prerequisite to "MATH 2600"

Reason for change: We would like to place all pre-req. MATH 2600: Introduction to Statistics to improve student success rate in HIM 4210:Healthcare Statistics, Registries, Research and to deter students from taking MATH 2600 and HIM 4210 at the same time.

HIM 4220 Project Management in Healthcare 3 Chr

Change prerequisite to "Junior or Senior Standing"

Reason for change: We would like to place "Senior Standing and HIA/CHIA major or permission of instructor" status as a pre-req to improve student success rate in HIM 4220.

HIM 4260 Legal and Ethical Issues in Healthcare 3 Chr

Change number to "HIM 2260"

Change title to "Legal Issues in HIM"

Reason for change: To comply with the Ohio Board of Regents' transfer policy applicable to the Health Information Management Transfer Assurance Guide (TAG) requirements we are changing the course level to a 2000 level. It is a required course for Health Information Administration (HIA) and Certificate in Health Information Administration (CHIA) students. Course has been modified; ethical portion of the course work has been removed, and added to the newly proposed Compliance and Ethics course, HIM 4230. Textbook has been changed; new textbook specifically designed for HIM and published by American Health Information Management Association (AHIMA) has been adopted.

HIM 4910 Integrative Capstone Experience 3 Chr

Change prerequisites to "Senior Standing, HIA/CHIA major status"

Reason for change: We would like to place "Senior Standing and HIA/CHIA major" status as a pre-req to improve student success rate in HIM 4910.

HIM 4940 Professional Practice Exp. II 4 Chr

Change prerequisites to "Senior status, HIM 3240" (note: box not filled in in tracking system)

Reason for change: We would like to place HIM 3240: Health Adm. Practices course as a pre-req. to improve student success rate in HIM 4940. Also, by placing a "Senior Status" we would like to deter students from taking HIM 4940 prior to their senior year.

MSL 1010 Foundations of Officership 2 Chr

Change credit hours to "3 Chr"

Reason for change: Only meeting once a week does not allow for the increased required lessons. Combining the Monday (45979-001) and Wednesday (45981-003) classes into one course that will meet on Monday & Wednesday will allow the students to meet twice a week and receive all of the required material.

Course content: The curriculum that is to be instructed has been changed by the United States Army Cadet Command Headquarters. Beginning the Fall of 2014 there is a requirement of 24 lesson plans, an increase of 12.

MSL 1020 Basic Leadership 2 Chr

Change credit hours to "3 Chr"

Reason for change: Only meeting once a week does not allow for the increased required lessons. Combining the Monday (14845-001) and Wednesday (14849-003) classes into one course that will meet on Monday & Wednesday will allow the students to meet twice a week and receive all of the required material.

Course content: The curriculum that is to be instructed has been changed by the United States Army Cadet Command Headquarters. Beginning the Fall of 2014 there is a requirement of 24 lesson plans, an increase of 12.

College of Natural Sciences and Mathematics

New Course

BIOL 3910 Research Project Laboratory 2-3 Chr

Delivery Mode: Regular Lab, Open Lab, Recitation

Weekly Contact Hours: 3-7 hrs

Offered: Fall, Spring, Summer, Every Year

Pre-requisite: BIOL 2170, BIOL 2180

Co-requisites: None

Catalog description: "Provides hands-on authentic research experience and comprehensive understanding of the scientific process. May be repeated once for credit, a maximum of 3 hours may be applied to BIOL elective credits in the major or minor."

CHEM 4305 Advanced Analytical Chemistry 4 Chr

Delivery Mode: Lecture

Weekly Contact Hours: 4 hrs

Offered: Fall, Every Year

Pre-requisite: Permission from Department

Co-requisites: None

Catalog description: An overview of new techniques in analytical chemistry. Topics include sample preparation and sampling, spectroscopic, separation, electrochemical, surface characterization and thermal methods.

CHEM 4310 Separation Methods 3 Chr

Delivery Mode: Lecture
Weekly Contact Hours: 3 hrs
Offered: Spring, Every Year
Pre-requisite: Permission from Department
Co-requisites: None
Catalog description: The theory, design and application methods. Topics include extraction techniques, gas, liquid, and supercritical fluid chromatography, affinity and chiral separation, and capillary electrophoresis.

CHEM 4320 Electrochemistry 4 Chr

Delivery Mode: Lecture
Weekly Contact Hours: 4 hrs
Offered: Spring, Alternate Years
Pre-requisite: Permission from Department
Co-requisites: None
Catalog description: A fundamental study of electrochemical concepts, methods, instrumentation and applications.

CHEM 4330 Spectroscopic Methods 4 Chr

Delivery Mode: Lecture
Weekly Contact Hours: 4 hrs
Offered: Spring, Every Year
Pre-requisite: Permission from Department
Co-requisites: None
Catalog description: A comprehensive study of theory and instrumentation. Applications of spectroscopic methods including spectral interpretation. Topics include a study of absorption, emission, Raman, NMR, ESR, mass spectrometry, and related subjects.

CHEM 4350 Separation Methods Laboratory 1 Chr

Delivery Mode: Regular Lab
Weekly Contact Hours: 3 hrs
Offered: Spring, Every Year
Pre-requisite: Permission from Department
Co-requisites: CHEM 4310
Catalog description: Experiments covering topics discussed in CHEM 4310 lectures. Five hours of laboratory per week. Approved chemical safety goggles meeting the American National Standard 287.1-1968 must be worn by every student during every laboratory class meeting.

CHEM 4400 Advanced Organic Chemistry 4 Chr

Delivery Mode: Lecture
Weekly Contact Hours: 4 hrs
Offered: Fall, Every Year
Pre-requisite: Permission from Department
Co-requisites: None
Catalog description: Basic heterocyclic synthesis and methodology. Reducing reagents and new carbon-carbon bond forming processes.

CHEM 4410 Organic Synthesis 4 Chr

Delivery Mode: Lecture
Weekly Contact Hours: 4 hrs
Offered: Spring, Every Year
Pre-requisite: Permission from Department
Co-requisites: None
Catalog description: Important methodology and strategy in organic synthesis including disconnection and retrosynthetic analysis.

CHEM 4430 Medicinal Chemistry 4 Chr

Delivery Mode: Lecture
Weekly Contact Hours: 4 hrs
Offered: Fall, Every Year
Pre-requisite: Permission from Department
Co-requisites: None
Catalog description: Qualitative and quantitative aspects of the design of new therapeutic agents are discussed. Approaches to the design of drugs and new therapeutic modalities directed at enzymes, receptors, membrane transport proteins and nucleic acids will be examined.

CHEM 4540 Macromolecular Crystallography 2 Chr

Delivery Mode: Lecture
Weekly Contact Hours: 2 hrs
Offered: Spring, Alternate Years
Pre-requisite: CHEM 4850, Permission from Department
Co-requisites: None

Catalog description: Fundamental theory and practical application of X-ray diffraction to macromolecular structure determination, including protein crystallization and manipulation, data collection and reduction, phase solution, electron density interpretation, structural refinement.

CHEM 4550 Practical Protein Crystallography 2 Chr

Delivery Mode: Lecture

Weekly Contact Hours: 2 hrs

Offered: Spring, Alternate Years

Pre-requisite: CHEM 4850, Permission from Department

Co-requisites: None

Catalog description: Hands-on training in protein crystallography. Laboratory projects include: protein crystallization, crystal manipulation and mounting, X-ray diffraction data collection, data reduction, structure solution, electron density interpretation, and refinement.

CHEM 4600 Physical Inorganic Chemistry 4 Chr

Delivery Mode: Lecture

Weekly Contact Hours: 4 hrs

Offered: Fall, Alternate Years

Pre-requisite: Permission from Department

Co-requisites: None

Catalog description: Symmetry, bonding theories, magnetism, and spectroscopic characterization of inorganic compounds are described. Coverage of spectroscopic techniques such as NMR, EPR, UV/VIS, IR, AND Mossbauer focus on applications to inorganic systems.

CHEM 4610 Chemistry of Transition and Post-transition Elements 4 Chr

Delivery Mode: Lecture

Weekly Contact Hours: 4 hrs

Offered: Fall, Alternate Years

Pre-requisite: Permission from Department

Co-requisites: None

Catalog description: The inorganic and organometallic chemistry of the transition metals, lanthanides and actinides is described. Synthesis, structure, bonding, and reactivity are considered. Applications in catalysis, bioinorganic, and materials chemistry are discussed.

CHEM 4625 Chemistry of Main Group Elements 4 Chr

Delivery Mode: Lecture

Weekly Contact Hours: 4 hrs

Offered: Spring, Alternate Years

Pre-requisite: Permission from Department

Co-requisites: None

Catalog description: The inorganic and organometallic chemistry of main group elements is described. Synthesis, structure, bonding, and reactivity are considered. The use of main group reagents in synthesis, catalysis, and materials chemistry are discussed.

CHEM 4700 Advanced Physical Chemistry 4 Chr

Delivery Mode: Lecture

Weekly Contact Hours: 4 hrs

Offered: Fall, Every Year

Pre-requisite: Permission from Department

Co-requisites: None

Catalog description: Chemical systems and processes in the context of classical equilibrium thermodynamics. Introduces non-equilibrium and statistical thermodynamics to elucidate chemical changes and the connection between molecular and macroscopic system properties.

CHEM 4710 Quantum Chem and Spectroscopy 4 Chr

Delivery Mode: Lecture

Weekly Contact Hours: 4 hrs

Offered: Spring, Every Year

Pre-requisite: Permission from Department

Co-requisites: None

Catalog description: Fundamental principles of quantum mechanics and their application to model systems, atoms and molecules; Introduction to molecular spectroscopy.

CHEM 4720 Modern Topics in Physical Chemistry 4 Chr

Delivery Mode: Lecture

Weekly Contact Hours: 4 hrs

Offered: Fall, Alternate Years

Pre-requisite: Permission from Department

Co-requisites: None

Catalog description: Advanced topics of current interest in physical chemistry. Examples of topics include nanomaterials science, spectroscopic techniques, or molecular modeling.

CHEM 4800 Advanced Materials Chemistry 4 Chr

Delivery Mode: Lecture

Weekly Contact Hours: 4 hrs

Offered: Spring, Alternate Years

Pre-requisite: Permission from Department

Co-requisites: None

Catalog description: Introduction to important classes of solids, including conductors, magnetic materials, ferroelectrics, glasses, microporous materials, organic solids. Traditional and novel synthetic approaches, structure/property relationships, and characterization.

CHEM 4810 Materials Science I 4 Chr

Delivery Mode: Lecture

Weekly Contact Hours: 4 hrs

Offered: Fall, Every Year

Pre-requisite: Permission from Department

Co-requisites: None

Catalog description: A generic materials science approach to the study of crystalline structure and defects (point, line and planar) in crystalline materials. The mechanisms and kinetics of diffusion in the condensed state.

CHEM 4820 Materials Science II 4 Chr

Delivery Mode: Lecture

Weekly Contact Hours: 4 hrs

Offered: Spring, Every Year

Pre-requisite: Permission from Department

Co-requisites: None

Catalog description: A materials science approach to the thermodynamics of condensed state equilibria. Phase transformation kinetics.

CHEM 4850 X-Ray Crystallography 4 Chr

Delivery Mode: Lecture

Weekly Contact Hours: 4 hrs

Offered: Spring, Every Year

Pre-requisite: Permission from Department

Co-requisites: None

Catalog description: Theory and practice of structure determination by X-ray diffraction. Basics of symmetry, diffraction, and reciprocal space. Hand-on introduction to single-crystal and powder methods.

Course Modification

BIOL 2010 Major Concepts in Biology 3 Chr

Change prerequisites from "ENGL 1100 OR 1110 AND MATH 1180" to "None"

Change catalog description from "This course will discuss and analyze classical experiments that underlie major concepts in biology such as evolution, the gene, the cell and homeostasis." to ""This course will discuss topics related to the major concepts of biology such as evolution, the cell, the gene and homeostasis. This course is designed for students majoring in science, engineering or other fields that require biology as a prerequisite who have not had sufficient preparation to begin Fundamentals of Life Science I or II (BIOL 2150 or BIOL 2170).

Comment: On hardcopy (not tracking system), form lists under corequisites "ENGL 1110 and MATH 1200." The courses are not meant to be corequisites. Advisors will be instructed what to recommend to students based on performance in math and English.

Reason for change: This course targets students who are not sufficiently prepared for entry into the Fundamentals of Life Science series BIOL 2150 and 2170. The changed course description better aligns with the content and purpose of the course, which is to give students a basic understanding of major biological concepts to increase their success in BIOL 2150 and BIOL 2170. The changes in pre- and co- requisites also align better with the targeted student population.

BIOL 2150 Fundamentals of Life Science I 4 Chr

Change prerequisites to "BIOL 2010 or CHEM 1090 or CHEM 1230 or HSGPA I of 3.0 with either a composite ACT of 21 or CHEM PLACEMENT of 13"

Reason for change: The prerequisite update is designed to increase the success rate of students who enroll in BIOL 2150.

EEES 1020 Introductory Geology Lab 1 Chr

Change prerequisite to "EEES 1010 or EEES 2100"

Change corequisite to "EEES 1010 or EEES 2100"

Reason for change: For students to effectively master the material, EEES 2100 (Fundamentals of Geology) or EEES 1010 (Physical Geology) should be taken, as the purpose of the EEES 1020 lab is to supplement the other courses. EEES 1020 was never intended to be a stand-alone course.

MATH 1180 Mathematics for Liberal Arts 3 Chr

Change prerequisite from "Math 0980 or Math 1200 or sufficient placement score." to "Intermediate algebra competency, demonstrated by ACT math 20 or Math placement test or Math 1200."

Reason for change: OBOR requirements for OTM and core mathematics.

MATH 1200 Mathematical Modeling and Prob 3 Chr

Change prerequisite from "Satisfactory placement test score or satisfactory ACT score." to "University entrance requirement (Algebra 1,2 and Geometry)."

Reason for change: OBOR requirements for OTM and core mathematics.

MATH 1210 Mathematics for Education Majors 3 Chr

Change prerequisite from "Math 0980 or Math 1200 or sufficient placement score" to "Intermediate algebra competency, demonstrated by ACT math 20 or Math placement test or Math 1200."

Reason for change: OBOR requirements for OTM and core mathematics.

MATH 1320 College Algebra 3 Chr

Change prerequisite from "Math 0980 or Math 1200 or sufficient placement score" to "Intermediate algebra competency, demonstrated by ACT math 20 or Math placement test or Math 1200."

Reason for change: OBOR requirements for OTM and core mathematics.

MATH 1330 Trigonometry 3 Chr

Change prerequisite from "Math 0980 or Math 1200 or sufficient placement score" to "Math 1320 or Sufficient score on the Math Placement Exam."

Reason for change: OBOR requirements for OTM and core mathematics.

MATH 1340 College Algebra and Trigonometry 4 Chr

Change prerequisite from "Math 0980 or Math 1200 or sufficient placement score" to "Math 1320 or Sufficient score on the Math Placement Exam."

Reason for change: OBOR requirements for OTM and core mathematics.

MATH 1730 Calculus with Applications to 5 Chr

Change prerequisite from "Math 1320 or Math 1260" to "Math 1320 or Sufficient score on the Math Placement Exam."

Reason for change: OBOR requirements for OTM and core mathematics.

MATH 1750 Calculus for the Life Sciences 4 Chr

Change prerequisite from "Math 1340 or Math 1320 or sufficient math placement score" to "Math 1320 or Sufficient score on the Math Placement Exam."

Reason for change: OBOR requirements for OTM and core mathematics.

MATH 1830 Calculus I for Mathematicians 4 Chr

Change prerequisite from "Math 1340 or Math 1320 and Math 1330" to "Math 1340 or Math 1320 and math 1330 or ACT math 27 and Trig 12 or Math placement test"

Reason for change: OBOR requirements for OTM and core mathematics.

MATH 1850 Single Variable Calculus I 4 Chr

Change prerequisite from "Math 1340 or Math 1320 and Math 1330" to "Math 1340 or Math 1320 and math 1330 or ACT math 27 and Trig 12 or Math placement test"

Reason for change: OBOR requirements for OTM and core mathematics.

MATH 2450 Calculus for Engineering Techn 4 Chr

Change prerequisite to "Math 1340 or Math 1320 and math 1330 or ACT math 22 and Trig 12 or Math placement test"

Reason for change: OBOR requirements for OTM and core mathematics.

MATH 2600 Introduction to Statistics 3 Chr

Change prerequisite from "Math 0980 or Math 1200 or sufficient placement score." to "Intermediate algebra competency, demonstrated by ACT math 20 or Math placement test or Math 1200."

Reason for change: OBOR requirements for OTM and core mathematics.

MEDI 4060 Clinical Immunology 2 Chr

Change credit hours to "3 Chr"

Reason for change: Allows additional time to cover essential student learning outcomes. Currently, there is not sufficient time to adequately address all SLOs.

PHYS 2130 Physics for Science Majors I 5 Chr

Allow prerequisites "MATH 1830 or MATH 1850 or MATH 1920" to be taken either before or at the same time as (concurrently) PHYS 2130.

Reason for change: To allow students to start their programs earlier and thus be prepared to take the GRE in a timely manner later.

Discussion: The department of physics and astronomy wants the prereqs to remain such that students have the option to take them either before or at the same time (concurrently) as taking the course. Banner requires that a corequisite be taken concurrently with a course. In this case, changing the courses to corequisites would then require students who had already taken them to sign up then withdraw from them in order to register for the course. The language for corequisites in registration materials indicates that a student must have departmental

approval to withdraw from corequisites. Hence, the desired option is not to add the courses as corequisites, but rather to make them into prerequisites that may also be taken concurrently.

College of Pharmacy

New Course

MBC 2960 Undergraduate Research in Medicinal and Biological Chemistry 1 -6 CHr

Delivery Mode: Regular Laboratory

Weekly Contact Hours: 3 to 18

Offered: Fall, Spring, Summer, Every Year

May be repeated for credit to 12 CHr maximum

Prerequisites: Permission of Instructor

Catalog Description: Development and pursuit of undergraduate research in Medicinal and Biological Chemistry.

PHPR 4640 Cosmetic Science Essentials 3 CHr

Delivery Mode: Lecture

Weekly Contact Hours: 3

Offered: Fall, Every Year

Prerequisites: P2 PharmD or Permission of Instructor

Catalog Description: The course will provide a brief overview of the basic definitions regarding cosmetics and over-the-counter/cosmetic combination products and the current FDA requirements. Topics will cover the structure and functions of skin, hair, lips, eye lashes, nails and teeth; disorders of the skin, hair and oral cavity as well as the formulation, manufacturing, safety testing and quality control issues of cosmetics and personal care preparations.

PHCL 2900 Pharmacology Research Intro 1-3 CHr

Delivery Mode: Open Laboratory, Independent Study

Weekly Contact Hours: 3 to 9

Offered: Fall, Spring, Summer, Every Year

Prerequisites: Permission of Instructor

Catalog Description: The course will introduce the undergraduate student to research in pharmacology. Students will work with faculty members throughout the semester to learn a variety of fundamental laboratory procedures, including record keeping, pharmacological calculations, experimental design, set-up and conduct of assays, data analysis and research presentation.

President Rouillard: Thank you very much. We know how much work you and your committee put into this. And just so you'll know some of the other people on this committee are: Jenny Denyer, Sonny Ariss, David Black, Elaine Reeves, Anthony Quinn, Brian Randolph, Edmund Lingan, and a student, Matt Fairchild. So thank all of you for your very hard work, that's a lot of courses to be reviewing. Next, I would like to invite Vice President Karen Hoblet and Sibylle Weck-Schwarz and Michael Caruso to come up and give an elections report.

Senator Hoblet: As usual the elections have been an interesting process. It seems that a university that discusses faculty proactivity and the issues with them with proactivity should like to know how productive we are. Trying to get the elections process streamlined with The University of Toledo has taken Michael, Sibylle, and I have a list of the entire Elections Committee members, an enormous amount of time beginning in the Fall semester to try to contact each of the colleges, get a list of fulltime faculty, and fulltime lecturers below the college dean level sent to us. Quinetta Hubbard was the initial contact for all the colleges. We didn't receive communication necessarily from all of those colleges. Sibylle contacted and finally as a last resort, I contacted them. After no response from probably 50% of the colleges of The University of Toledo we finally initiated communication and let the provost and Vice Provost Barrett know that we were having difficulty. I cannot stress to you how ineffective and inefficient this process is and that it seems almost unbelievable that a college that wants to spend millions of dollars on game education or millions of dollars on online courses that we cannot define a single point of contact per college to get one list of fulltime faculty and fulltime lecturers below the level of the dean in an efficient manner. We're talking now almost five-months and as of today our timeline was last week when we should've gotten the elections ballot out to every college in The University of Toledo. We still have not gotten a complete list from one of the colleges. So I just wanted to share our frustration with you and let you know that I have taken this charge very seriously because it is "crazy". I've heard at Senior

Leadership about faculty proactivity. I have an enormous course load. I got four-hours of sleep last night from grading and for me to sit there and contact university colleges in extensive emails, this request is crazy. Hopefully, we will get some help and resources from the appropriate people and streamline this process. I'm looking at my own business managers. There's a business manager assigned in every one of the colleges, however I'm not holding my breath because the same business managers that I'm hoping to get an accurate fulltime faculty and lecturers list from are the same business managers that send in all of our payroll information to create our W-2's and pay slips. Hang-on, we will get those elections ballots out hopefully by the end of this week.

Senator Caruso: This is always amazing to me because we do this every year and how does a college not have a list of their fulltime and lecturer faculty?

Senator Edinger: Is it always the same colleges that's the problem or does it rotate with staff?

Senator Hoblet: Rotates with organizational changes; it just depends. It's not necessarily all the colleges. I must tell you, one thing that works very well is we have Wafaa Hanna who is the Director of Faculty Affairs on the Health Science Campus and she creates a list for the College of Medicine, College of Nursing, College of Pharmacy, and Health Sciences. She gets the complete list. We review those lists and that is probably as quick as we get them. I do not understand on Main Campus why we don't have one point of service for faculty. We certainly have it for our students and we do not have one point of service for the Main Campus. It seems like it is segmented. We talk about collaboration and shared resources; this is one of those resources that we should be eligible to share.

Past-President Dowd: I agree with you. Actually, President-elect Hoblet, the main campus does have a single, central point for requesting such information. We call it "The Provost's Office." The Faculty Senate requests such information from the Provost's Office but we have not received any response to our requests. It would be nice if we had a provost who actually cared about this issue: if the Provost cared about this issue he would make certain deans provided accurate information. How many times do you contact the Provost's Office to get deans to do a job that they should have completed five months ago?

Senator Hoblet: Numerous times.

Past-President Dowd: And Faculty Senate went through this last year.

Senator Hoblet: And the year before.

Past-President Dowd: The frustrating part is that this has been a significant problem only over the last four or five years – because for the prior 40 or so years it was never a problem for any provost over that period. It is apparent that neither the Provost's Office nor some deans care enough about their own faculty to ensure that they have a complete and current list of their own faculty members. You would think that deans would have a supreme incentive to maintain such a list to make certain their college has appropriate representation on the Faculty Senate. To me, the most puzzling question is why, with such advanced technology, our current Provost cannot do what previous provosts have done over the preceding 40 or so years?

Senator Hoblet: I believe that is why I began this. You think with the technology that we have today we should have one point of service where you can get accurate information.

Past-President Dowd: Again, that one point of service is supposed to be the Provost's Office.

Senator Hoblet: We have asked.

President Rouillard: Senator Hoblet has put forth a plan to discuss this with the provost.

Senator Hoblet: We've thrown out a number of ideas of rectifying and remedying this problem.

President Rouillard: And we'll talk about it at Thursday's meeting.

Senator Hoblet: If any of you have wisdom or suggestions I am open.

Senator Kistner: As Executive Officer for Lecturers' Affairs, I have a fairly accurate list of lecturers if you want to double and triple check what you've been given by the administration, which I would suggest you do.

Senator Hoblet: That is a great idea. If you send those to us we would most appreciate them. Thank you.

Past-President Dowd: I am not involved in the ballot process. But if there are errors in the ballots I hope the faculty recognizes this is not the result of the Elections Committee or the Faculty Senate. Instead, it will be the responsibility of the individual deans who failed to respond to repeated requests by the Elections Committee. It is unfortunate, but errors occur. If errors occur with respect to who in your college is listed on the ballot, please know that such errors were not due to a lack of attention or effort by the Elections Committee but, instead, were due directly to an explicit lack of attention and effort by your college office.

President Rouillard: Well said. I can also bear witness to that by the number of emails that I get copied on, on this issue and I think we are easily up to the hundreds. I also want to take this opportunity to thank this committee, chaired by Mike Caruso and co-chair, Sibylle Weck-Schwarz. Kim Nigem, Leigh Chiarelott, Scott Molitor, Kelly Moore, Cindy Herrera, and Jenny Reynolds and Karen Hoblet very graciously accepted the charge to work on this issue as well. I want you to join me in thanking all these people for their hard work as well.

[Applause]

President Rouillard: Okay now, we welcome Senator Paul Hewitt, Chair of Constitution and Rules Committee.

Senator Hewitt: There are two things. First, we came up with the paragraph: Original, tabled motion from 14 January:

The Constitution and Rules Committee recommends that the Senate affirm for the Senate elections of spring 2014 the decision from 2010 mutatis mutandis regarding the apportionment of Senators to academic Colleges. Specifically we recommend that: The Library and Honors College will continue to be recognized as a single constituent unit for the Senate elections of Spring 2014.

We would like to have this taken off the table for consideration of discussion

Past President Dowd: So moved.

Senator Regimbal: Second.

Senator Hewitt: All those in favor of taking this off the table please signify by saying "aye." Any opposed? Any abstentions? ***Motion Passed to un-table.***

Senator Hewitt: All right, it was suggested at the last meeting that we would propose substitute language:

The Constitution and Rules Committee recommends that the Senate affirm for the Senate elections of spring 2014 the decision from Spring 2011 mutatis mutandis regarding the apportionment of Senators to academic Colleges. Specifically we recommend that for the elections of Spring 2014 the Senate recognize the thirteen constituent faculties listed below as meeting the definition of College or Library faculty for the purposes of Article III. Hence the rules of apportionment as directed in Article III shall be applied to these thirteen constituent faculties.

1. Business and Innovation
2. Communication and the Arts
3. Education
4. Engineering
5. Health Sciences
6. Libraries and Honors (as a single unit)
7. Languages, Literature and Social Sciences
8. Law
9. Medicine and Life Sciences
10. Natural Sciences and Mathematics
11. Nursing
12. Pharmacy and Pharmaceutical Sciences
13. Social Justice and Human Services

President Rouillard: This will be just for Spring 2014 elections, right?

Senator Hewitt: Right. Just for the Spring 2014 elections, except for the changes in the particular list of colleges.

Past-President Dowd: May I ask a question?

Senator Hewitt: Yes.

Past-President Dowd: Will the Libraries and Honors as a single unit have two representatives?

Senator Hewitt: Just as I asked before, these are the recognized colleges and that the rules for apportionment apply to these 13 and that means they would get at least two. I don't know since we haven't had the list of faculty yet.

Past-President Dowd: If this is passed, will the Elections Committee interpret that resolution as having the eligible librarians and faculty members from Honors listed on a single ballot?

Senator Caruso: That's how it's been done for the past three-years.

Past-President Dowd: To clarify further, will there be a representative from Honors or are we going to split it between one representative from the Library and one representative from Honors?

Senator Caruso: Yes, like it has been. There is an alternative.

Senator Sheldon: It's unfortunate to pressure the Library that deserves two seats on this body and have given one seat up for three-years to ask them to continue to do that.

Senator Hewitt: I agree.

Senator Caruso: There is an alternative and that is that Honors has a separate vote and maybe for this year they get two representatives.

Past-President Dowd: Has the Elections Committee considered that issue and how that is going to impact proportionate representation from the other colleges? If Honors gets two then that means there is going to be two less representatives from other colleges.

Senator Caruso: When I ran the numbers if we do it proportionately we do have a couple of seats where we can poke around up to the 64. So yeah, we can do it. The way we do it is we round up. In some cases a college might proportionately have “4.3” reps so that means they get 4 or 5 and normally they would get 4 and a ½. We have a couple situations like that where the decimal is below .5 so we can round up to the 64 representatives or we can use it for the Honors College, does that make sense? I think it would work out fine. In a sense you’re right, if it doesn’t go here then it will go somewhere else.

Senator Wedding: Did you work out these numbers; do you want to read them to us?

Senator Caruso: Well, assuming these are real close: The College of Medicine will have 14. The broad number of reps given proportionate will be 18.7., so that is why we have so many extra. The College of LLSS will have 9, it came out 9.3. The College of Natural Science and Math comes out 6.4 so probably 7 perhaps there. The College of Business will have 5. The College of Engineering will have 5. The College of Communication & Arts will have 4. The Colleges of Health Sciences, Nursing, Education, and Pharmacy will all have 3 each. The Colleges of Social Justice, Law, and if we combine the Library and Honors they will have 2.

Senator Wedding: Library and Honors will have two total or two each?

Senator Caruso: I’m sorry, I said three, but they would get two.

Senator Wedding: So they will only get two between the two?

Senator Caruso: Correct.

Senator Wedding: Are there two colleges? Why can’t you give each one of them two?

Senator Caruso: That was my suggestion.

President Rouillard: The numbers you gave came up to 62.

Senator Caruso: Well, that’s because it can be “nine or ten” for this one and “four or five” for another.

Past-President Dowd: There is another issue.

Senator Hewitt: How many did you compute for Law?

Senator Caruso: Two.

Past-President Dowd: What we are considering is reducing representatives from other colleges so that Honors can have two representatives from among their four faculty members. Keep in mind that this will be taking two representatives from colleges that have more than one-hundred faculty members. There is no first-best solution here. By trying to improve this situation for Honors, are we going to do this by creating additional inequities in other colleges?

Senator Sheldon: Honors has five and in Fall we will have six candidates, not four.

Past-President Dowd: Senator Sheldon, I apologize if I got the number wrong.

Senator Lundquist: So, Honors has five or six representatives. The other colleges that have two, how many faculty members do they have?

Senator Wedding: The issue is that the Constitution says every college gets the minimum of two representatives. It's unfortunate that we have a small college, but the Constitution says two.

Senator Caruso: The goal is when we amend the Constitution is to say that colleges below a certain number get "1." The proposal was nine or fewer will get one and ten or more get two and so on. So really we are talking about one representative not two. To strictly follow the Constitution as a short-term solution of one year, Honors will get two and when the Constitution is amended next year they will get one. It doesn't seem to be a huge difference.

Senator Ohlinger: I'm hearing that someone from other colleges will be losing reps, based on your data who will be losing the reps?

Senator Caruso: No one is losing.

Senator Hewitt: Well, two would lose the potential reps that they get for rounding up.

Senator Caruso: Right.

Senator Hewitt: Which presumably will be LLSS and NSM as I recall from your rounding up. Who were the top two that got rounded up?

Senator Ohlinger: The College of Natural Sciences and Mathematics got 6.4 and the College of Engineering got 4.4, but if you round up it will equal 64 and if you round down it will be 62 and we will be losing one.

Senator Hewitt: Right.

Senator Hoblet: If I understand you correctly, will both their reps (Honors and Library) be up for elections next year?

Senator Caruso: Yes.

Senator Hoblet: So, will they then end up in three-year terms before anything changes for their representation if the Constitution changes within one year?

Senator Caruso: No.

Past-President Dowd: Constitutionally, the terms are set for three years.

Senator Hewitt: They are. And I actually asked about this in the meeting and I don't what the statuses are of people who are already elected as senators. For example, if you are elected as senator from the Mega College do they continue to serve if they're elected to the college?

Senator Caruso: No.

Senator Hewitt: Again, the Constitution doesn't explicitly speak to it, given how rapidly colleges are formed and killed these days. Then perhaps the Constitution ought to speak to that explicitly.

Senator Lundquist: We hardly know at this university what a college is anymore. I'm in favor of a short-term solution if it is a short-term solution. If we're hiring people now and will serve for several years that's not a short-term solution that's a long-term one.

President Rouillard: But the way this motion is presented it is strictly for this year's elections, right?

Senator Hoblet: So this is for 2014 and if we wanted to amend the motion as it's presented to specify that the term is for one year until the Constitution and Rules Committee can bring forward a proposal, I don't care.

Senator Hewitt: As the Constitution and Rules Committee, I don't see a way we can do that. But one of the things I discussed with the Constitution and Rules Committee is amend the Constitution to separate bylaws for constitutional issues so we can have that kind of flexibility for the future. Unfortunately, my understanding of the resolution from 2010 and 2011 was that it passed and the interpretation here is that we get to interpret what all these terms means since administration's vacuum energy seems to have a lot of this. And they have all these virtual colleges coming into existence right now and we want to control what the terms are and we are interpreting what it means to be a college right now; until we have a long term solution, that's the rationale for this. But it has been an injustice against Library and Honors over the last three years and it is unfortunate that it's been a longer term problem than it was envisioned when this was first adopted. We are promising to come up with a solution this academic year, but of course, that's just a matter of faith and I understand why people would be uncomfortable with that. The difference is one or two for each of these two. Library would get two anyway I think reasonably under any interpretation. The question is whether or not Honors get 0, 1, or 2 depending on how things shake out.

Senator Lundquist: I don't think it's right to say that there's been an injustice to those colleges, maybe unconstitutional.

Senator Hewitt: Well.

Senator Lundquist: Is it injustice that a very small college should have fewer?

Senator Hewitt: Is it an injustice that rounding only gets two senators, I don't know.

Senator Lundquist: That's why we have both Senate and the House of Representatives.

Senator Hewitt: The original proposal I think Honors had fewer faculty. They are five or six this year.

Senator Sheldon: There's five now.

Senator Hewitt: In 2010 there were four.

Senator Wedding: Can we just follow the Constitution and give Honors two reps and let the Library have two? I don't think we can muck around the Constitution on the floor of Senate. I think the

Constitution Committee can make changes and make recommendations, but at this point I think we're in...of the Constitution.

Senator Hewitt: We are. This is the committee's opinion which is what this is. We are obeying the Constitution, but we are exercising the one flexibility that we have, that is that the Constitution and Rules Committee gets to interpret what the terms are that are used in the Constitution and we're interpreting the word "college" to mean that.

Past-President Dowd: Senator Wedding is correct. If we follow the Constitution, the Library gets two representatives and Honors gets zero.

Group of Senators: No.

Senator Hewitt: How does Honors get zero?

Past-President Dowd: Honors is a portal college. That is, it is an administrative college similar to the structure of the Graduate College – which has approximately 800 Graduate Faculty members. And no one is suggesting that Graduate Faculty get representation on Faculty Senate.

Senator Wedding: Are you saying zero for Honors?

Past-President Dowd: Senator Hewitt had it right. If you want to follow the Constitution then the Library gets two seats on Senate no matter of any other options considered. This is because the Constitution states that each college and the Library shall have no less than two representatives. It is whether we interpret Honors as an academic college instead of an administrative/portal college.

Senator Hewitt: There is the College of Graduate Studies, they have faculty and they don't get any representation because presumably all those faculty have tenure homes elsewhere and hence represented elsewhere. There are other portal colleges, I think UTXnet. I think at the moment none of them have faculty below administrative rank, is that correct? And so we don't have to deal with that. But again, without the ability for us to know "this isn't a college" and as faculty are somehow appointed to UTXnet or U-College or anywhere else one faculty is there on whatever assignment and they will get two senators if we follow the Constitution without exercising the right to interpret what the word "college" means. Again, I am not making this as a recommendation whether or not we adopt this or the alternative given, Honors and the Library recognizing them separately, but I believe that it is valid to interpret as they did in 2010 the terms under which we probably drafted and approved this Constitution in the first place. Administration in the meantime simply played with those terms and called it lots of things, "college" and we are simply saying we are in control of what those terms are. We drafted this constitution with the understanding of what "college" means. We're saying, given the history here that it is reasonable to interpret this as still being a single constituent unit. It may not be the ideal situation.

Senator Molitor: So there are faculty with Honors as their tenure-granting home, am I correct?

Unknown Speaker: No.

Senator Sheldon: I'm sorry, Senator Molitor, what did you say?

Senator Molitor: Is Honors your tenure-granting home?

Senator Sheldon: My line resides in Honors; all our lines reside in Honors, nowhere else.

Senator Molitor: So as a follow-up with Senator Dowd, then what is it that makes you believe that Honors should get zero seats? That's what I do not understand.

Past-President Dowd: That was just one of the options that Senator Hewitt described. Honors may get 0, 1, or 2 seats. The one you mentioned is just one of the available options.

Senator Hewitt: I meant zero in the sense that it's possible that Honors gets zero if we adopt this and the combined faculty vote in "no" faculty, I hope that doesn't happen, but that is a possibility. It's possible that Honors gets two if we vote for this and everyone votes for Honors people and it is possible to get one and that's the range of possibilities for Honors no matter what we do, this one or the other. So, the total range is whether or not Honors get 0, 1, or 2.

Senator Ohlinger: I'm sorry, is there a motion on the floor or a recommendation?

Senator Hewitt: This is the motion. This is the recommendation of the committee as amended in a friendly way.

Senator Krantz: Is there some reason why the ballot cannot be structured so that Honors is allocated by one pool of people and the Library has another pool within the same units? Therefore, you can ensure you will have representation from each group.

Senator Hewitt: I don't know.

Senator Sheldon: I think the end problem is that Library has been selfless and gave up a seat for three years and it's the end of their selflessness.

Senator Krantz: To amend that. Is it a possible to have a ballot segregated so it will allow a pool of one senator from Honors and two from Library?

Senator Hewitt: I don't believe we have that flexibility. However, this is what I was hoping with the negotiations with Education, it may be that by adding the Honors faculty to one other faculty they will then by rounding get one extra senator allocated hence they will all make sure that at least one senator was voted in from Honors we will achieve the same effect of the Constitution. But no one seems to be willing to take that risk of doing what the Library was asked to do for the last three years, partner with Honors for one last year, getting that bump, and then allowing that one senator to be elected from Honors. It sounds as if with the rounding at least three candidates colleges we could do that.

Senator Lundquist: I still don't quite get how long this short-term solution will be.

Senator Hewitt: I would like to get to a point at some point where we discuss what we want out of the new constitution. I think one good thing to put in there is a transition clause. What do we do with a transition clause? So, the one thing we can do after adopting this alternative proposal will be to ask the Constitution and Rules Committee to draft language so in the transition clause we start it fresh with new elections by throwing senators out of office. Even with this, we can force it to be a short-term solution.

Senator Krantz: We have two issues, one is with the Constitution and once we figure that out then how are we going to implement it with elections.

Senator Hewitt: We're voting to call the question.

Senator Lundquist: And the question is what?

Senator Hewitt: This.

Senator Caruso: What we are voting on now is to vote.

Senator Hewitt: Yes. We are voting to vote.

Senator Caruso: We are voting to end the debate.

Senator Hewitt: All those in favor of ending the debate? Any abstentions? Any opposed? *Debate Closed.*

Senator Wedding: Does that include an amendment?

Senator Hewitt: Yes.

Senator Wedding: I propose.

Past-President Dowd: I'm sorry Senator Wedding, but the debate is closed.

Senator Hewitt: Yes, the debate is closed, Senator Wedding. We are now voting on this motion. All of those in favor of this proposal, please raise your hands up.

Senator Hoblet: If you are voting "aye" in favor of this motion please keep your hands in the air.

Senator Hewitt: All those opposed?

President Rouillard: We both counted 18, yes and 17, no and 1 abstention. *Motion Passed.* Thank you, Senator Hewitt.

Finally, we have a student government representative here to update us on Student Government business, her name is Patricia.

Student Government Patricia: My president recently discussed with you all the legislation that passed which required the mid-term reporting of all lecturers with students with a range of... We would like to form a joint committee which faculty and students would meet together and identify Senate issues.... We would like at least four faculty members to sit on this committee and if you are interested please meet with me afterwards.

Senator Unknown: Just to inform you, Faculty Senate does have a Student Affairs Committee.

President Rouillard: I would like to invite you to join us as well. Well, I stated earlier in the meeting that we will have a resolution regarding the faculty hiring plan, but it is already after 6'o clock so obviously we are going to push that off until the next meeting. We will start with that the next time. Thank you very much for coming. May I have a motion to adjourn? Meeting adjourned at 6:08 p.m.

IV. Meeting adjourned at 6:08 p.m.

Respectfully Submitted by:
Lucy Duhon
Faculty Senate Executive Secretary

Tape Summary: Quinetta Hubbard
Faculty Senate Administrative Secretary