

THE UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of October 22, 2013
FACULTY SENATE

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

Approved at F.S. on 11/19/2013

Summary of Senate Business

Dr. Lloyd Jacobs, President of the University of Toledo
Mikaela Kucera, Student Government Representative

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 Linda Rouillard called the meeting to order, **Lucy Duhon**, Executive Secretary, called the roll.

I. Roll Call: 2013-2014 Senators:

Present: Bailey, Barnes, Cappelletty, Cochrane, Denyer, Dowd, Duggan, Duhon, Edinger, Edwards, Elmer, Federman, Gilbert, Giovannucci, Gohara, Gunning, Hewitt, Hoblet, Humphrys, Keith, Kennedy, Kistner, Kranz, LeBlanc, Lee, Lingan, Lundquist, Molitor, Monsos, Moore, Nigem, Ohlinger, Plenefisch, Porter, Quinlan, Quinn, Randolph, Regimbal, Relue, Rouillard, Sheldon, Springman, Srinivasan, Templin, Thompson, Thompson-Casado Van Hoy, Weck-Schwarz, Wedding, White, White, Williams

Excused absences: Allen, Brickman, Cooper, Ellis, Hamer, Hasaan-Elnaby, Moynihan, Seligman, Teclehaimanot

Unexcused absences: Crist, Farrell, Frantz, Skeel, Willey

II. Roll Call: 2013-2014 Senators:

III. Approval of Minutes: Minutes from August 27th Faculty Senate meeting are not ready for approval.

President Rouillard: I call this meeting to order. Welcome to the fifth Faculty Senate meeting of Academic Year 2013-2014. I ask that Lucy Duhon come to the podium to call the roll.

Good afternoon. Today's Executive report will be shorter than most. Most of the Faculty Senate Executive Committee time was spent this week on gen ed. issues, particularly our October 14th meeting which was attended by Dr. Jacobs. We discussed the discrepancies between various lists of courses labeled OTM courses, core competency courses and the UT catalogue which refers to gen ed/ core courses. We also discussed the detailed comparisons made by Vice Provost Peg Traband who has traced the overlaps between lists and we are grateful to her for that important work.

You will hear more in a report from some members of the FSEC and Core Curriculum Committee. I would like to mention, however, that department chairs will receive shortly a letter from John Barrett and myself requesting a brief description about any gen ed assessment activities in your dept. This letter does not request any reports, nor does it specify any rubrics or templates. It merely asks for a description of any materials collected for gen ed assessment.

Recently, Provost Scarborough charged Faculty Senate to establish a schedule and process to assess general education courses, in anticipation of our 2015 report to HLC. We are quite ready and willing to do so. Determining which courses in fact constitute our general education courses, however, remains problematic. As requested, in 2011 Faculty Senate put aside UT's previous 300+ gen ed courses, and completely restructured that curriculum with approximately 100 courses mapped to a new set of core competencies. However, those 100 courses were never approved by the state for admission into the Ohio Transfer Module, nor were these 100 courses coded in Banner as the new gen ed. Students, then, have been advised and registered into courses according to the old gen ed courses listed in our web catalogue. Vice Provost Peg Traband has been working to align these different sets of gen ed courses. Additionally, Faculty Senate is developing a more manageable and flexible instrument to identify appropriate student learning objectives and outcomes, along with reflections for continuous improvement of gen ed courses.

The Faculty Senate Academic Programs Committee and the UC Academic Programs Committee met last week to consider the state of our current 2-year programs. Last year, 70 students graduated with an associate's degree, mostly in programs in the College of Business. Are we marketing these programs adequately? How marketable are these degrees? We learned that graduates of Associate of Applied Science programs in general, and graduates of Associate of Applied Business degree in Computer Networking, in particular, do very well in the job market. In addition, we learned that students who graduate with an AA or AS degree, whether from a regional community college or even UT, often lose credits when they apply to UT for a bachelor's program. Addressing such articulation issues, especially internal articulation, is essential before considering the development of new programs. Do we have inactive 2-yr. programs that we could re-activate? Do we have the faculty to handle increased enrollment in these programs? Our combined committees have requested more information from Institutional Research before making any recommendations, keeping in mind student needs and career possibilities before generation of revenue or number of degrees granted.

I'd like to close this report by recognizing 2 new centers in HHS: The Human Performance and Fitness Promotion Lab, under the direction of Dr. Barry Scheuermann; and the Center for Health and Successful Living, under the direction of Dr. Timothy Jordan and Dr. Amy Thompson. The latter Center is designed to offer support services in a non-clinical setting for breast cancer survivors. We are also pleased that Dean Jamie Barlowe has revived the Humanities Institute and has appointed Dr. Christina Fitzgerald as Director. We are proud of our colleagues for developing these important initiatives.

I attended the BOT Academic and Students Affairs Committee meeting on Tues. Oct. 15 and will attach my report to the minutes of today's senate meeting. At that Oct. 15 meeting, there was a presentation by VP Kay Patten Wallace on Continuous Improvements for the Student Experience including the Housing Internship Program. Kay gave 4 examples of students in this program who had delinquent accounts and were able to get jobs in residence life for minimum wage to pay off some of their debt. The student government report described a survey it is doing on HSC living options. Larry Burns reported on the

agreement with Schoolcraft which provides their students with the opportunity to take on-site UT courses in Nursing, Criminal Justice, and Nursing and Health Information Management. The hope is that this will add 200-400 students to UT each semester.

I was asked to announce an ADA Summit and seminar to be held on the UT Scott Park Auditorium, Nov. 18-19, 8:30-4:30. This will include a series of workshops on video accessibility, software accessibility, best practices for video content accessibility among other topics. The main presenter is Ken Petri from OSU. A more specific agenda will come out shortly.

Also, Student Government would like to invite you to the annual Student Government Meet and Greet, Nov. 13th in Libbey Hall 7-9pm. Food and refreshments will be provided. Please RSVP by Nov. 1. This is an occasion to talk with student reps about student issues, concerns and develop a relationship between Student Government and faculty and administration. *The following is a letter to Department Chairs on assessment:*

Dear Department Chairs,

The University of Toledo's general education curriculum is designed to expose students to a range of disciplines, to prepare students for their degree programs, and to develop lifelong learners. In an effort to better understand its impact on student learning, Faculty Senate is conducting a review of general education assessment activities. We are interested in learning more about the current assessment strategies conducted within your department for courses included in the general education curriculum.

If your department collected assessment materials from general education courses during FY 2012-2013, please contact Dr. Alana Malik, Learning Outcomes Assessment Specialist, alana.malik@utoledo.edu. She will follow up with you at a later date. You may also contact her if you have any questions or concerns.

Thank you in advance for your assistance.

Sincerely,

Dr. Linda Rouillard, Faculty Senate Chair

John Barrett, JD, Vice Provost for Faculty Relations and Accreditation, Assessment and Program Review

That is the end of the Faculty Senate Executive Committee report unless there are questions, are there any questions?

Senator Barnes: Can you just repeat the information about the student's meet and greet?

President Rouillard: The student's meet and greet is on November 13th in Libbey Hall, from 7:00 p.m.-9:00 p.m. and you'll want to RSVP by November 1st.

Senator Molitor: I just want to follow-up; maybe you can ask Quinetta to send an email out with that information.

President Rouillard: Yes, I will forward Lauren Jencen's message to you. Thank you.

Past-President Dowd: I believe there are a limited number of seats available, so Senators need to contact Student Government to see if positions are available.

President Rouillard: Well, there will be food so I'm sure they would like an idea of a head count. Are there any other questions? In that case I would like to conclude today by introducing a new member to The University of Toledo and that is Mr. Dave Morlock who is our new Senior VP for Finance. Mr Morlock is going to stay and learn a little bit more about our Senate culture and he will also of course come back to Senate at a later date for a presentation.

Mr. Dave Morlock: Thank you. I am in the email system so if any of you would like to get together to spend a little time with me, "chew" my ear around issues that you may believe the university is facing I would be happy meet, so just send me a note.

President Rouillard: Thank you. We are now moving into reports. The first report is from Dr. Steven Peseckis on course recommendations. I was recently informed that Dr. Peseckis will be coming later. We can move to gen ed. assessment updates by Senators; Mary Humphrys, Scott Molitor, Mary Ellen Edwards, and Kristen Keith.

Senator Molitor: We just wanted to update you on what has been going on. In particular, there are two issues that the Core Curriculum Committee has to deal with this year. Number one is figuring out what our core curriculum actually consists of, but I won't be talking about that much today. Number two is the assessment of the courses that are in our general education core; that is the focus of the update right now. As a starting point, we had some representatives from Faculty Senate appointed to the University Assessment Committee which is a committee that answers to the provost and is responsible for documenting assessment that goes on around the university as well as providing guidance to programs as to how to do assessment of student learning and of various services that are provided to students at the university. Our representatives from Faculty Senate that were appointed are Anthony Edgington from Language Literature & Social Sciences and I believe he is the head of the Composition Program. Mary Ellen Edwards from the Judith Herb College of Education, David Krantz from Natural Science and Mathematics, and Kristen Keith also from Language Literature & Social Sciences. This group as well as Mary Humphrys, myself and President Rouillard met with Alana Malik who is a representative from the Provost's Office and she is in charge of coordinating assessment activities throughout the university.

President Rouillard: She is here today.

Senator Molitor: What we wanted to do is to get together to start working on a plan to document assessment activities that are occurring with respect to our general education core curriculum. You do realize that assessment is ongoing and proceeding. We just need a way to document and summarize it to get an handle on these activities so that we can show that this process is ongoing and that we can use it to provide useful feedback with the primary goal of

improving student learning with respect to general education, which then will also filter through to our other degree programs because all of our undergraduates are required to go to this general education curriculum. And so what we thought we would do is get together and develop an outline how to proceed and what our goals will be for the upcoming year. We learned at our last Faculty Senate meeting from Senator Lundquist that the English Department had been collecting assessment materials from the previous academic year with regards to their composition courses that were in general education core. Senator Keith also mentioned that she believed the Department of Economics also has been collecting materials for their courses that are in the general education core. So we know there are materials out there and we assume there were materials collected by other departments as well. Our first step is to review these materials. So if there were any departments that did offer education core curriculum courses last year and had collected material for the assessment of these courses please contact Alana. I believe that the letter from John Barrett had also indicated to do that as well. We wanted to get a firm handle of what is out there right now. We figured the first step is to see what's being collected and then to see if we can get together to develop a framework for how this material can be documented and summarized and perhaps to put together a framework of how these results can be fed back to departments to improve student learning and their general education courses. And so once we get together and review this data and develop this initial framework we are going to come back to you with this initial framework for your thoughts and suggestions and feedback and then we will revise that framework based on your comments. These are our goals for this Fall 2013 semester. And then in the Spring we want to look at the courses that are in the general education core curriculum that did not collect this kind of data from 2012-2013 to get together with them to see if we can develop a process for their courses that are going to be offered in the Spring that they can use to start collecting data for documenting the assessment processes that are ongoing in their departments and in their courses that are in the general education. Now of course, we have an issue here that we are not exactly quite sure what courses are going to end up in our general education core curriculum. That was the second issue that I mentioned that I won't be talking much about today. We are going to develop a list of courses that we are pretty sure are going to end up in the general education core curriculum one way or the other. And there may be some courses that are left out which eventually end up in the core curriculum later on, but at least we can get a start on focusing on the ones that I am pretty sure will be included. Then we want to meet with the departments to present this framework to them and say, "is this something you can do for your courses and if not, how would you modify it to document assessment of students that are ongoing in your courses?" Then we will disseminate this framework for another level of review and revision. The final goal for Spring then is to take all that information and feedback that we get and come up with the final framework that we can present to the Senate for approval. And that is all I have to say unless my colleagues want to add anything else. Are there any questions?

Past-President Dowd: Do you have a timeline developed for these activities?

Senator Molitor: Well, our goal is that every course at least that we know of in the general ed. will be collecting materials that are offered in the Spring and then the subsequent Fall semester. So that is kind of our goal, but that framework we implement in the Spring may not be the final framework that's going to be used in subsequent academic years. So we really are using this as kind of a refinement for getting a process in place that we think will work.

President Rouillard: Senator Molitor, do you want to talk a little bit about one of the things that came up at the meeting last week, that this may not be a one-rubric-fits-all process.

Senator Molitor: Yes, absolutely. I think one of the things we concluded as we met and I think it is going to be more apparent once we review the data that is being collected and we meet with departments as they begin their practices documenting is this may not be a one size fits all process. So, one of our goals is to develop a framework that is broad enough that everybody can apply and it is not restricted in any way so that you are truly assessing the student learning outcomes that are appropriate for your course. And so it may not be a checklist or a single list of rubrics or things like that. What we want is every individual department to come up with a framework that fits in a process that works for their goals and their student learning outcomes and then we can build a bigger framework on top of that. The last thing we want to do is be restrictive in this process because we don't think it is truly appropriate to assess student learning is such a way that prescribes what departments should be doing in their courses. The departments and courses are in the general education core curriculum because of the learning outcomes we know that the departments are trying to teach and deliver to students in these courses. We want to make sure departments have the capability to truly assess these outcomes.

Senator Plenefisch: How is this assessment process going to be coordinated with a program assessment process and is it because I have a fear that we are going to be?

Senator Molitor: I am just going to turn it over to our Vice Provost to answer that question.

Vice Provost Barrett: Which piece of the coordination are you asking about specifically?

Senator Plenefisch: The coordination of student outcomes and the coordination of collecting the data etc. There are a number of places that it needs to be coordinated so that we are not duplicating work over and over again.

Vice Provost Barrett: Well, I think the hope and I may put it over to Mrs. Malik in a moment. I think the hope is to build this into the University Assessment Committee process. They already have a framework and a structure where reports are done annually on a college basis or it is done by programs and brought up to the college basis and then consolidated to a university level report and that report is becoming more robust in data filling each year and it is a work in progress and it will continue to be probably forever, given the nature of continuing improvement. And so we see gen ed. as fitting in a piece of this where the individual courses are going to collect data and give feedback back to them through the liaison process and the liaisons that exist and that would

get rolled up into a gen ed. report. We are not sure yet I don't think as to how we are going to bring out the data. I am thinking along the competencies that have been laid out for the gen ed. curriculum, is that still correct? I haven't been at all the meetings lately. And then informational feedback will be given back down from the committee process and then rolled up into the UAC reports to the university generally, which helps us understand what we are getting at a university level and also a HLC compliance level. Does that sort of answer your question? It is not a perfect answer obviously because we are just building it right now.

Senator Plenefisch: It sounds like there's still a lot to be discussed in terms of coordinating the processes. How do the two processes fit together?

Vice Provost Barrett: Which two processes?

Senator Plenefisch: The program assessment and course assessment processes.

Vice Provost Barrett: We are trying to collect data here about how gen ed. is doing in accomplishing its goals in an independent free-standing element of our curriculum. It is not designed to be an evaluation of programs or tied into program review in any way if that's what you are asking. The data ought to be pretty straight forwardly collectable at a first level by the professors teaching individual courses using the rubrics that are getting fleshed out and then the consolidation process with the liaisons I think doesn't need a whole lot of additional detail work because we've been doing this with courses in other colleges and departments before. There is some fleshing out around the competency issues and what they are measuring exactly and I think that is the biggest uncertainty, does that help? I mean I'm not sure if I am answering your question correctly. Mrs. Malik, do you want to correct everything I am "messaging" up?

Alana Malik: I think one of the first steps is getting some Faculty Senate representation on the Assessment Committee so we can open that dialogue up and we certainly don't want to put more work on people and be duplicating efforts. So those individuals that are on the committee and get in concert with the rest of UAC will work out what works best for us in terms of... We are just starting with the question of, what's being collected currently; we will figure that out and find that out and move forward with that and hopefully work with both groups to come up with something that needs UAC's what they are going to be expecting and to be honest, we haven't even started that conversation, but it is certainly going to be something that I hope we can come up with together.

Past-President Dowd: One of the issues the Executive Committee discussed with President Jacobs was there cannot be just one assessment instrument. And that is because we will be conducting student assessment, course assessment, and program assessment. Then, eventually all of this will lead to full-blown program review. Because of the different types of assessment, we will need different assessment instruments. One of the mistakes made over the past couple of years was trying to jam all types of assessment activities into a "one-size fits all" assessment instrument. And that just did not work.

President Rouillard: And additionally, there are some disciplines that do have some mandated student outcomes and that is in English for instance now. There are mandated outcomes, and so, how many different things are we going to be able to assess in some of these courses. But I think that we can agree that the overarching competencies were good things. The most difficult part of the process that we went through two years ago in my mind was the presentation of a possible rubric that was kind of cumbersome and that's what the Core Curriculum Committee is working on very diligently.

Senator Krantz: I was trying to think through the issue of prior to the provost's most recent workload change, how all of us as faculty members do our jobs. One of the intents a couple of years ago was to have most general education courses, like 70% of them, be taught by non-tenure track faculty who are slightly above minimum wage if you really calculate out all of their time and adding the burden for every single general education course assessment which is a non-trivial amount of time would have to be factored into their compensation.

Senator Humphrys: Senator Molitor, the other thing to keep in mind as far as any sort of overlap between program assessment and course assessment is that if your program in your department does not offer a general education course then there wouldn't be an...because again, this course assessment at this point is specifically for general education classes, so that would take out some people in terms of having to worry about coordinating that because this particular process is for general education courses.

Senator Molitor: But just to add to that, there are general education courses offered that are also serving as required courses in degree programs. So there's already ongoing assessment and review there and what we don't want to do is have faculty doing two sets of work when they can just be doing the one set of work that they are already doing. So, I think our focus is to do this in a way that improves student learning outcomes, but also insures we are doing it as efficiently as possible. Any more questions? Thank you.

President Rouillard: Thank you, Senators Molitor and Humphrys and all the members of the Core Curriculum Committee as well as to the Faculty Senate liaisons to the University Assessment Committee. We are very appreciative of all the work you are doing and also thank you too, Alana for helping to coordinate us. Right now, I see that Dr. Peseckis has come in and so I will invite him to come up and give his report, course recommendations that were distributed to you yesterday.

Dr. Peseckis: You should have all received the course recommendations yesterday. We didn't get any questions from people about them, do you have any for me now?

President Rouillard: Actually, I do have a couple.

Dr. Peseckis: Okay.

President Rouillard: I think it was an Asian Studies course 3012—these were lecture courses with variable credit, 2- 4 hrs. Can you describe how those variable credits are distributed?

Dr. Peseckis: One of them is a topic Asian course and that's the variable credit.

Dr. Cheng: AST 3100 Introduction to Asian Studies is a fixed credit hrs. Another AST 3010 is another credit...credit hrs. because this has been used. We are trying to use that for those...program courses and they are going to be 3 credit hrs. and 4 credit hrs.

President Rouillard: But there was one course, 3012 as well, is that another course?

Dr. Cheng: It is two courses.

Dr. Peseckis: It is 3100 and 3010. It is my understanding it will have a different topic at any given time.

President Rouillard: I saw the TAG line for lecture and I didn't quite understand. If nobody else has any other questions about courses I have one more, about EET 3230 and 3290. Are there two options, one for taking the course as a regular course and one for taking it as research intensive or are they automatically research?

Dr. Peseckis: We talked about these last Spring and my understanding is that it will be research intensive. I did not inquire to see if they are not research intensive; the request was to make them research intensive. We sort of approved that last Spring, but they didn't put it through the paperwork, so this establishes how people finally get that designation, that even though it been reviewed by the committee and it gets that designation from the committee to process it to us and have that designation put in and that is what this is.

President Rouillard: Okay.

Senator Edwards: Yeah, there was originally a proposal to put it up as a separate course although it was the same course with just the research intensive rubric on it or the logo on it just like a WAC course or Honors course, so the decision was made to make them the same course just with this special designation.

Dr. Peseckis: There is actually nowhere on the paperwork that would allow it to designate to say that there is some other section that isn't, that is not in the system. Is there anything else? If not then, the next step is to approve these. All in favor say "aye." Any opposed? Any abstentions?

Motion Passed. *The following are courses that were approved at today's meeting:*

New Course and Course Modification Proposals Approved by the Faculty Senate on October 22, 2013

**College of Adult and Lifelong Learning
Course Modification**

ALS 3040 Topical Seminar: Social Sciences 4 CHR

Change pre-requisite to : "Jr. Standing Required and Completion of Comp. II, or Permission of Instructor"

Change course description to:

"Focus on topics of general interest to liberal arts students with particular reference to tools, concepts and analytical methods of social scientists. Jr. Standing required and completion of Comp. II, or permission of instructor."

ALS 3050 Topical Seminar: Humanities 4 Chr

Change pre-requisite to : "Jr. Standing Required and Completion of Comp. II, or Permission of Instructor"

Change course description to:

"Focus of general interest in humanities; writing and communication; religious, philosophical and ideological traditions; traditional and performing arts. Jr. Standing required and completion of Comp. II, or permission of instructor."

ALS 3060 Topical Seminar: Natural Sciences 4 Chr

Change pre-requisite to : "Jr. Standing Required and Completion of Comp. II, or Permission of Instructor"

Change course description to:

"Topics of general interest that consider scientific problem solving in such areas as biology, chemistry, geology, astronomy, physics, mathematics and statistics. Jr. Standing required and completion of Comp. II, or permission of instructor."

College of Business and Innovation

Course Modifications

FINA 3480 Investments 3 Chr

Change pre-requisites from "BUAD 3040 for level UG with minimum grade of D-" to "BUAD 3040 for level UG with minimum grade of C"
Reason: Students must perform at the level of C in FINA 3040 in order to be successful in this course.

FINA 3890 Quantitative Applications in Finance 3 Chr

Change pre-requisites from "BUAD 2070 and BUAD 3040 for level UG with minimum grade of D-" to "BUAD 2070 and 3040 for level UG with minimum grade of C"

Reason: Students must perform at the level of C in BUAD 2070 and BUAD 3040 in order to be successful in this course.

FINA 4080 Intermediate Financial Management 3 Chr

Change pre-requisites from "BUAD 3040 for level UG with minimum grade of D-" to "BUAD 3040 for level UG with minimum grade of C"
Reason: Students must perform at the level of C in BUAD 3040 in order to be successful in this course.

FINA 4090 Financial Markets and Institutions 3 Chr

Change pre-requisites from "BUAD 3040 for level UG with minimum grade of D-" to "BUAD 3040 for level UG with minimum grade of C"
Reason: Students must perform at the level of C in BUAD 3040 in order to be successful in this course.

FINA 4100 Security Analysis & Portfolio Management 3 Chr

Change pre-requisites from "BUAD 3040 and FINA 3480 for level UG with minimum grade of D-" to "FINA 3480 for level UG with minimum grade of C"

Reason: Students must perform at the level of C in BUAD 3040 and FINA 3480 in order to be successful in this course.

FINA 4480 Student Managed Portfolio Practicum 3 Chr

Change pre-requisites from "FINA 3480 for level UG with minimum grade of D-" to "FINA 3480 for level UG with minimum grade of C"
Reason: Students must perform at the level of C in FINA 3480 in order to be successful in this course.

FINA 4670 Advanced Financial Management 3 Chr

Change pre-requisites from "BUAD 3040 for level UG with minimum grade of D-" to "BUAD 3040 for level UG with minimum grade of C"
Reason: Students must perform at the level of C in BUAD 3040 in order to be successful in this course.

FINA 4840 Small Business Finance Policies 3 Chr

Change pre-requisites from "BUAD 3040 for level UG with minimum grade of D-" to "BUAD 3040 for level UG with minimum grade of C"
Reason: Students must perform at the level of C in BUAD 3040 in order to be successful in this course.

J Herb. College of Education, Hlth Sci Human Services

Course Modification

EDP-3230 Human Development for PreK-123 Chr

Add "Research Intensive" designation to course

Reason: Education students who take the research intensive course will a) participate in experiential learning on how to conduct classroom research that is relevant to their profession as future classroom teachers and educators and b) increase their employment chances as their future employer, like school principals and superintendent, will understand that they know how to collect, analyze, and interpret data that will allow them to enhance their classroom practices, specifically, and foster school improvement, generally.

Course Content: The research intensive course includes additional learning objectives that satisfy the "research intensive" requirements specified by the UT Office of Undergraduate Research.

In the attached syllabus (*in tracking system*), the additional learning objective or research intensive requirements are highlighted in the color red.

EDP-3290 Life Span Development 3 Chr

Add "Research Intensive" designation to course

Reason: Education students who take the research intensive course will a) participate in experiential learning on how to conduct classroom research that is relevant to their profession as future classroom teachers and educators and b) increase their employment chances as their future employer, like school principals and superintendent, will understand that they know how to collect, analyze, and interpret data that will allow them to enhance their classroom practices, specifically, and foster school improvement, generally.

Course Content: The research intensive course includes additional learning objectives that satisfy the "research intensive" requirements specified by the UT Office of Undergraduate Research.

In the attached syllabus (in tracking system),, the additional learning objective or research intensive requirements are highlighted in the color red.

**College of Engineering
Course Modifications**

BIOE 2100 Bioengineering Thermodynamics 3 Chr

Change pre-requisites from "PHYS 2130; MATH 2850 or 2950" to "CHEM 1240; PHYS 2130; MATH 2850 or 2950"

Reason: Emphasis of course is chemical thermodynamics and kinetics, therefore a knowledge of chemistry is required.

BIOE 3500 Bioprocessing Laboratory 3 Chr

Change co-requisite to "BIOE 2100"

Reason: Laboratory exercises later in the semester require knowledge of chemical kinetics provided during BIOE 2100

NOTE: the co-req field keeps getting erased. We are adding BIOE 2100 as a co-req.

BIOE 4410 Bioengineering Design Project I 3 Chr

Change pre-requisites from "BIOE 3110, 3300 and 3500; 3 hours of BIOE 3940" to "BIOE 3110, 3300, **3400** and 3500; 3 hours of BIOE 3940"

Reason: Many capstone projects our students are choosing to pursue require principles learned from BIOE 3400 Biotransport Phenomena

BIOE 4620 Biochemical Engineering 3 Chr

Change pre-requisites from "BIOE 3500" to "BIOE 3400; BIOE 3500"

Reason: Course content requires knowledge of basic transport phenomena not provided by BIOE 3500. Therefore BIOE 3400 is being added to correct this deficiency.

**College of Languages, Literature, and Social Sciences
New Course**

ASST 2100 Introduction to Asian Studies 3 Chr

Delivery Mode: Primary: Lecture

Offered: Fall, Spring; Every Year

Grading: Normal

Pre-requisite: None

Co-requisites: None

Catalog description: "Introduction to Asian studies will introduce students to important facet of Asian countries including their culture, historical and modern, social and economic systems. Students will learn the cultural bases of Asian countries or regions. The course will be an integral part of the education of those majoring or minoring in Asian Studies."

ASST 3010 Topic in Asian Studies 2-4 Chr

Delivery Mode: Primary: Lecture

Offered: Fall, Spring, Summer; Every Year

Grading: Normal

Pre-requisite: None

Co-requisites: None

Catalog description: "The course covers various topics in Asian Studies, from some specific topics such as Buddhism to the general area of Asian culture. The particular topic may vary depending on the areas of the instructor and the academic interest of the students. It can also serve various topics offered in the study-abroad program."

College of Natural Sciences and Mathematics

New Course

EEES 4480 GIS Applications in Environmental Science 3 Chr

Delivery Mode: Primary: 2 hrs, Lecture; Secondary: Regular Lab 2 hrs

Offered: Fall, Alternate Years

Grading: Normal

Pre-requisite: EEES 2500

Co-requisites: None

Catalog description: "An applications course focused on using GIS techniques and applications in environmental problems and research."

Notes: GIS = "Geographic Information Systems" and is a recognized abbreviation in related fields.

EEES 4970 Senior Environmental Capstone 3 Chr

Delivery Mode: Primary: 3 hrs, Lecture; Secondary: Independent Study

Offered: Spring, Every Year

Grading: Normal

Pre-requisite: Permission of Instructor

Co-requisites: None

Catalog description: "A theme-based capstone course focused on integration, synthesis and applications of course work students have taken in their program of study, including a comprehensive assessment of that program of study. Departmental majors with different academic backgrounds work in small teams to complete a practical, interdisciplinary project for a client culminating in a scope of work, team-presentation and project report. Clients might include a conservation organization, governmental agency, private industry, school, or other."

College of Nursing**New Courses**

Background Comments: Regarding the new courses in the College of Nursing, the baccalaureate program has been completely revised and the new courses represent the redesign of the program. It has been a 3 year process in response to trends in nursing and guidelines from accrediting bodies. The current very silo approach to studying various clients based on age or disease process is no longer appropriate to prepare nurses for today's health care arenas.

NURS 3040 Nursing to Promote Wellness Across the Lifespan 5 Chr

Delivery Mode: Primary: 2 hrs, Lecture; Secondary: 6 HRS, Clinic

Offered: Fall, Spring, Summer; Every Year

Grading: Normal

Pre-requisite: All nursing pre-requisites

Co-requisites: NURS 3080, NURS 3190, NURS 3150

(Note: N 3080 Fundamentals of Nursing and Assessment Across the Lifespan, N 3190 Nursing Research 1, N3150 Pathopharmacology 1)

Catalog description: "Focus on wellness and primary prevention across the lifespan. Introduction to nursing as a discipline. Emphasis on concepts of wellness, communication, lifespan, clinical judgment and physiologic processes. Recognize individuals in context of family and community. Student experiences in community-based settings. "

NURS 3080 Fundamentals of Nursing and Assessment Across the Lifespan 5 Chr

Delivery Mode: Primary: 2 hrs, Lecture; Secondary: 6 HRS, Clinic

Offered: Fall, Spring, Summer; Every Year

Grading: Normal

Pre-requisite: All nursing pre-requisites

Co-requisites: NURS 3040, NURS 3190, NURS 3150

(Note: N 3040 Nursing to Promote Wellness Across the Lifespan, N 3190 Nursing Research 1, N3150 Pathopharmacology 1)

Catalog description: "Focus on holistic assessment of individuals across the lifespan. Emphasis on assessment, skills, technology and professional nursing role. Experiential learning with peers in a simulated environment. "

NURS 3150 Pathopharmacology 1 3 Chr

Delivery Mode: Primary: 3 hrs, Lecture

Offered: Fall, Spring, Summer; Every Year

Grading: Normal

Pre-requisite: All nursing pre-requisites

Co-requisites: NURS 3040, NURS 3080, NURS 3190

(Note: N 3040 Nursing to Promote Wellness Across the Lifespan, N 3080 Fundamentals of Nursing and Assessment Across the Lifespan, N 3190 Nursing Research 1)

Catalog description: "Focus on fundamental concepts in pathophysiology and pharmacology across the life span. Foundation for understanding disease processes and drugs [i.e. therapeutic outcomes and potential drug interactions]. "

NURS 3190 Nursing Research 1 2 Chr

Delivery Mode: Primary: 2 hrs, Lecture

Offered: Fall, Spring, Summer; Every Year

Grading: Normal

Pre-requisite: All nursing pre-requisites

Co-requisites: NURS 3040, NURS 3080, NURS 3150

Catalog description: "Focus on introduction of concepts, issues, and processes in nursing research "

NURS 3280 Advanced Fundamentals 3 Chr

Delivery Mode: Primary: 1 hr, Lecture; Secondary: 4 hrs, Clinic

Offered: Fall, Spring, Summer; Every Year

Grading: Normal

Pre-requisite: NURS 3040, NURS 3190, NURS 3150

(Note: N3040 Nursing to Promote Wellness Across the Curriculum, N3190 Nursing Research 1, N3150 Pathopharmacology 1, N 3080 Fundamentals of Nursing Assessment Across the Lifespan)

Co-requisites: NURS 3300, NURS 3400, NURS 3540

(Note: N 3300 Nursing care of persons with health challenges, N 3400 Family health, N 3540 Pathopharmacology 2, N 3290 Nursing Research 2)
Catalog description: "Focus on application of assessment skills and demonstrating safe procedures for high-risk interventions in simulated experiences. Emphasis on the concepts of clinical judgment, professional behaviors, and collaboration. "

NURS 3290 Nursing Research 2 1 Chr

Delivery Mode: Primary: 1 hr, Lecture

Offered: Fall, Spring, Summer; Every Year

Grading: Normal

Pre-requisite: NURS 3040, NURS 3190, NURS 3150

Co-requisites: NURS 3300, NURS 3400, NURS 3540

Catalog description: "Introduction to evidence-based practice. Emphasis is on learning how to evaluate research for evidence-based practice in nursing as a baccalaureate nurse. "

NURS 3300 Nursing Care of Persons with Health Challenges 4 Chr

Delivery Mode: Primary: 2 hrs, Lecture; Secondary: 4 hrs, Clinic

Offered: Fall, Spring, Summer; Every Year

Grading: Normal

Pre-requisite: NURS 3040, NURS 3190, NURS 3080

Co-requisites: NURS 3280, NURS 3440, NURS 3540

Catalog description: "Focus on holistic care of adults and older adults in acute-care settings experiencing health problems. Emphasis on the concepts of leadership, collaboration, and communication. Recognizes individuals in context of family and community. "

NURS 3400 Family Health 4 Chr

Delivery Mode: Primary: 2 hrs, Lecture; Secondary: 4 hrs, Clinic

Offered: Fall, Spring, Summer; Every Year

Grading: Normal

Pre-requisite: NURS 3040, NURS 3190, NURS 3150

Co-requisites: NURS 3280, NURS 3330, NURS 3540

Catalog description: "Focus on health, wellness and illness of child-bearing families and children across various settings. Emphasis on concepts of gas exchange, sexuality, reproduction, grief, mood and affect, family, safety, advocacy and family communication. Recognizes individuals in context of family and community. "

NURS 3540 Pathopharmacology 2 3 Chr

Delivery Mode: Primary: 3 hrs, Lecture

Offered: Fall, Spring, Summer; Every Year

Grading: Normal

Pre-requisite: NURS 3040, NURS 3190, NURS 3150

Co-requisites: NURS 3300, NURS 3400, NURS 3280

Catalog description: "Focuses on selected alterations and related pharmacology across the life span. Foundation for understanding disease processes and drugs [i.e. therapeutic outcomes and potential drug interactions]. Basis for critical thinking in nursing to help clients cope with effects of illness and return to health. Emphasis on concepts of: clotting, elimination, gas exchange, intracranial regulation, mood & affect, nutrition, patient education, perfusion, reproduction, sensory perception, tissue integrity. "

NURS 4130 Nursing Care of Persons in Crisis 1 4 Chr

Delivery Mode: Primary: 2 hrs, Lecture; Secondary: 4 hrs, Clinic

Offered: Fall, Spring, Summer; Every Year

Grading: Normal

Pre-requisite: NURS 3280, NURS 3300, NURS 3540

Co-requisites: NURS 4240, NURS 4260

Catalog description: "Focus on nursing care of persons across the lifespan in the acute care setting with mental health issues. Emphasis on concepts related to coping and stress tolerance; emotion; cognitive function; and maladaptive behavior. "

NURS 4240 Nursing Care of Persons in Crisis 2 8 Chr

Delivery Mode: Primary: 5 hrs, Lecture; Secondary: 6 hrs, Clinic

Offered: Fall, Spring, Summer; Every Year

Grading: Normal

Pre-requisite: NURS 3280, NURS 3300, NURS 3540

Co-requisites: NURS 4130, NURS 4260

Catalog description: "Focus on changes in health in acute care settings across the lifespan. Emphasis on related to oxygenation and hemostasis; homeostasis and regulation; protection and movement, and coping and stress tolerance. "

NURS 4260 Professional Development 3 Chr

Delivery Mode: Primary: 3 hrs, Lecture

Offered: Fall, Spring, Summer; Every Year

Grading: Normal

Pre-requisite: NURS 3280, NURS 3300, NURS 3540

Co-requisites: NURS 4240, NURS 4130

Catalog description: "Focus on the principles and theories of management/leadership as a basis for provision of nursing care. Emphasis on the concepts of health care delivery, health care infrastructures and attributes and roles of nurse. "

NURS 4510 Population Health 4 CHR

Delivery Mode: Primary: 2 hrs, Lecture; Secondary: 4 hrs, Clinic

Offered: Fall, Spring, Summer; Every Year

Grading: Normal

Pre-requisite: NURS 4130, NURS 4240, NURS 4260

Co-requisites: NURS 4760, NURS 4700, NURS 4620

Catalog description: "Focuses on the design and implementation of nursing care for aggregates and communities across the lifespan. Emphasis on professional nursing and health care concepts. "

NURS 4620 Precepted Clinical Practicum 5 CHR

Delivery Mode: Primary: 1 hr, Lecture; Secondary: 8 hrs, Clinic

Offered: Fall, Spring, Summer; Every Year

Grading: Normal

Pre-requisite: NURS 4130, NURS 4240, NURS 4260

Co-requisites: NURS 4760, NURS 4510, NURS 4700

Catalog description: "Focus on partnering with clients (individuals, families, groups and/or communities) who are dealing with complex health problems of any age group and setting. Emphasis on concepts of health-care delivery, attributes and roles of nurse, and care competencies. Includes weekly seminars relevant to clinical issues."

NURS 4700 Nursing Care of Persons and Families with Complex Care Needs 3 CHR

Delivery Mode: Primary: 3 hrs, Lecture

Offered: Fall, Spring, Summer; Every Year

Grading: Normal

Pre-requisite: NURS 4130, NURS 4240, NURS 4260

Co-requisites: NURS 4760, NURS 4510, NURS 4620

Catalog description: "Focus on nursing care of people with complex health issues across the lifespan. Emphasis on care coordination and interprofessional collaborative teamwork. "

NURS 4760 Professional Competency 3 CHR

Delivery Mode: Primary: 3 hrs, Lecture

Offered: Fall, Spring, Summer; Every Year

Grading: Normal

Pre-requisite: NURS 4130, NURS 4240, NURS 4260

Co-requisites: NURS 4510, NURS 4620 NURS 4700

Catalog description: "Focus on preparation for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). All concepts in the curriculum are included in comprehensive review. "

College of Pharmacy

New Course

PHPR 4890 Internship in Cosmetic Science 6 CHR

Delivery Mode: Primary: 6 hrs, Field

Offered: Spring, Summer; Every Year

Grading: Normal

Pre-requisite: Permission of Instructor

Co-requisites: None

Catalog description: "An experiential course in which students acquire practical knowledge through hands-on experience in an area of cosmetic science by working in an academic, private or government laboratory or professional site. "

Course Modification

PHPR 4080 PPD-4 4 CHR

Change credit hours from "4" to "3"

Reason: Content that was anticipated to be in the PPD4 course either could not occur due to material in other courses not resequenced for earlier delivery so it could not be applied in PPD4. In addition the amount of work students do in PPD6 is more than the 2 credit hours assigned to those courses. The shifting of credit hours properly assigns credit hours to the amount of work done by the students.

Content: Material applied in the course was less than the credit hours assigned again as stated above resequencing of other material could not occur. The PPD6 course will increase in credit hours as the material in this course is more than the 2 credit hours it is currently assigned.

PHPR 4140 PPT-4 3 CHR

Change credit hours from "3" to "4"

Update catalog description to “Discussion of pathophysiology, clinical presentation, etiologic causes, laboratory findings, diagnosis and therapy of immunologic conditions and infectious diseases.”

Reason: Material within the PPT series was shifted and to keep all of the viral infections in the new PPT4 course there needs to be a 1 credit hour increase in this course.

Content: Immunologic disorders and all infectious diseases therapeutics including viral infections will now be taught in the PPT4 course. The PPT5 course taught in the summer semester will contain the hematology and pulmonary material that used to be taught in the spring in PPT4.

President Rouillard: Next, I would like to invite Dr. Connie Schriener who just came in. I am very glad to see her this afternoon. Many of you already know Connie, but I would like to introduce her to you today as the new director at the new University Teaching Center. Welcome.

Dr. Shriener: I’ve been working at The University of Toledo for almost thirteen years now. Primarily, I’ve been in the College of Medicine, however, recently, July of this year I split my time, thanks to Dr. Gold and his understanding and support and I am now working half-time for the provost and as Dr. Rouillard said, I have the responsibility to oversee the programming in the implementation of the New University Teaching Center. I want to thank the Faculty Senate Executive Committee for inviting me today to give you an overview of what we hope to accomplish with the Teaching Center and also to ask for your support and your input as we move ahead. I am sharing responsibility for programming with Vincent Rocha...and he may be joining us and I will introduce him at that time. So our team is small, but we bring a lot of motivation and a lot of enthusiasm for the job. The idea for the University Teaching Center was first presented in the Provost’s Strategic Plan, “Imagine 2017,” and in that plan the teaching center was envisioned as a resource that would support student engagement and this is our vision. We want to be a resource for faculty. We want to provide opportunities that would support our educational mission with the ultimate goal of improving our student learning outcomes and improving our student experiences here at UT. We plan to accomplish this using a variety of programming initiatives and something that has always been very important to me is that we don’t plan our programming in a vacuum but that it is input from all of you that help determine what’s going to be of interest, what’s going to meet your interests as educators, and what’s going to meet your needs. To accomplish that we are planning to send out a survey and that should go out I hope around the end of the academic year. And we are going to be asking you for your input on the kinds of things that you would like to see sponsored by the Teaching Center. And I hope that you take the time to complete the survey; I promise it will be short and I hope that you encourage your colleagues and your own colleges to do the same. In addition to the survey, we do have a steering committee and this was formed by the Provost’s Office in 2012. The steering committee is really made up of representatives from each of your colleges, perhaps Dr. Rouillard we can circulate a list so they know who they are.

President Rouillard: Yes, we can do that.

Dr. Shriener: And these individuals are going to serve as liaisons between the Provost’s Office and efforts centered around the Teaching Center and the interests of your college. So we’re using those individuals as a way to get information. We are also going to use these individuals as a

way to let you know when things are going to be offered. If there are things on the schedule we want to use an approach for information sharing which is called, “cascading.” So the information would go to them and they can disseminate at the college level. So, what are we going to do? We have a number of initiatives. The first one is, we want to re-institute some large group presentations and discussions. And this would be similar to what was done a number of years ago when you had the Center for Teaching and Learning on the Main Campus, there were monthly seminars that focused on current trends in education, issues surrounding evaluation, some of them focused on technologies and we want to bring that back and on a monthly basis have some large group discussion presentations using invited speakers as well as making use of our own talent here at UT. I hope to do that on both campuses as resources will allow because I know the travel is going to be an issue for those of you who are on Health Science Campus and would like to attend. The focus of these presentations to some degree will be on innovative methodologies in teaching and current trends. I have encountered so many faculty who are doing such great things in the classrooms that I really want to incorporate these people into the sessions so we can learn from what our colleagues are doing. If somebody has a really neat way that they flip the classroom or that they really have increased student engagement it would be good for them to share that with the rest of us to see what can be done with the resources that are available. The second type of programming that we are going to do will be smaller, hands-on demonstrations, and training for technologies. These we see as very active sessions, again, held on both campuses where we can. We want to reacquaint faculty with the technologies that are available in any of the classrooms as well as introduce some of the newer technologies. We now have access to the Green Screen Room, where faculty can create videos to incorporate into their discussions. We also have an iPad initiative that is really being quite successful on the Main Campus and to just show faculty some of the possibilities of things we can accomplish with the newer technologies. The third thing that we hope to do or we will do is that we do want to provide one-on-one consultation for any faculty that might want some assistance, whether it would be revising your course syllabus, maybe developing new assessment strategies, or just coming in and talking about a plan that you might have for making a classroom more active or engaging the students to a greater degree. If I don't have access to the information you need I will do my best to connect you with someone who can help you accomplish that goal. The fourth thing is that we are working on is a webpage and the webpage will be a repository for information about the offerings that the Teaching Center is going to provide, dates, times, locations, how to register. But we also want to assemble a repository of information and I have been working with the library and they are developing a lid-guide for us and we already purchased books that will be on reserve for faculty in both libraries, here on Health Science as well as Main Campus. We are linking to some user groups, some newsletters, and I hope to have a series of webinars available there. Things that we do live I think we should post on the website for faculty to view after the fact. The whole thing is a work in progress and we always seem to come up with new ideas how to enhance it. The webpage will also have a place where you can submit ideas. If you have an idea for a topic, or a speaker, or your department would be really

interested in having a session, this will be another way for us to get information about your interest so we can work to align what we do. Also on the webpage we will have a “request” for help, so if you are interested in making some videos in the Green Screen Room and you want to schedule time to do that, that would be a way for you to contact the center and make those arrangements. The next item that we are going to oversee is the student observer program. This has been a very popular program over the past years and I think any of you that have been around for a while are familiar with that. We are currently recruiting a new cohort of students that we can train to serve in this capacity as student observers and as in the past, faculty on either campus can request a student to sit in on a class to give them feedback; maybe you are interested in feedback on very specific classwork in your class. Perhaps you would like a student to review your postings on BlackBoard to get the student perception on how they look, you might want them to look at your syllabus, whatever you like to do, but to use an outside student who is not enrolled in your class to see how your materials are being perceived by students. Feedback is provided to faculty alone. It is all meant just to provide you an additional source of input on your teaching or your teaching materials. And then the last thing that we hope to do, and I don’t have a very big bucket of money but I have a few funds, is to put out a request for proposals for either new course development or modification of an existing course. And the goal of the proposal, the goal of the modification would be if there’s something in your class that really would increase student engagement with your content. We hear all the time about active learning. Well, if you can take your course, maybe predominately lecture-based course, at this time and use technologies and strategies to increase student involvement with the content so that the time you spend with students is spent solving problems, applying the content, and critical thinking, those higher range scales for using taxonomy. For those proposals I think many of them would involve technology at some time or another, but the goal is not about the technology, it is about using the technology as a tool to help you improve the experience for students. So, I think that is all I have on my list. It is kind of ambitious and I do ask for your patience and understanding as we roll these programs out. We do seem to be on track and I plan to have a schedule of upcoming events to you before you leave for the semester break. I hope that I will meet that timeline.

President Rouillard: Are there any questions or comments? I would just like to express my appreciation for your conclusion that the goal is not technology for the sake of technology, but technology used to reinforce where it is needed. I think that is an important distinction to make.

Dr. Shriner: I think I’ve been in the business of teaching a long time and I’ve told this story in a number of places. I think every time a new technology comes along I’ve just felt it allowed me to do something different. I date myself, but when I first taught, I taught math and I had a blackboard, chalk, and the old mimeograph machine that you could roll off the purple dittos. I clearly remember when the first place I taught actually had an overhead projector in the classroom and it stayed there, I didn’t have to wheel it in from the library and it happened at that time that I was teaching senior math class and it was very nice for me to use this technology. I never had to turn my back on those seniors again <laughter>. I always thought that technology

had just expanded what I am able to do and the interaction that I have and that's really my philosophy about the newer technology, they're sexier, they are glitzier, but I think the fundamental is the same. How can we use them to improve our interaction with our students? I am excited about the possibilities. Some of the things I see, how technology can make our teaching more efficient, I wish I had it 20-years ago, but it is the student learning that is important.

Senator Ainsworth: Did you mention that there's an iPad initiative?

Dr. Shriner: Yes, it is. It is occurring currently in the Honors College. A small number of classes worked over the summer to develop courses that fit this idea of a flipped model which means that the faculty put materials out there using the iPad platform and a Mac operating system and when they are in the classrooms they have more opportunity for problem solving and that type of engagement. I think that we would like to grow that program and there are several ideas on how we might expand that to more classes and to reach a broader range of students. So far the feedback from faculty and students has been very positive. The students like the iPad even though I am not sure it does a whole lot more than BlackBoard does because you are posting content but you are posting a greater variety in terms of the types of content. So, it is a small project but we will have a session where we will focus and highlight those courses so you can see what they have done. And if you are interested, we will be looking for people who are interested in adopting these technologies and modifying what you do to use them.

Dr. Lingan: It's available in one of the Gen. Cam Honors sessions this semester and next semester, Biology 2 Honors session, just FYI, that is a course that is currently being utilized.

Dr. Shriner: Absolutely, this semester we have four.

Student Government Jencen: All I can say is, as a student I love the flipped classroom model. Right now in my two-hour session we are doing a flipped classroom model where we are doing our cases in class and work is so much more efficient and it is better and you kind of get a...on your own.

Dr. Shriner: That is what the literature says, so it's nice to have a testimonial.

Senator Edwards: Where would we find this information about what you are going to be doing in the meantime until you get everything set up?

Dr. Shriner: That is a very fair question. We will use our website so we will have things posted there. But, I plan to ask our college liaisons to take information back to each college. I am not very familiar with how to communicate to faculty at large. I know on this campus I have access to a group and I can fire out an email to the entire Health Science Campus faculty list, but I don't have the privilege yet on Main Campus and to be honest, I am not sure that it's available if I were to ask.

President Rouillard: In the meantime, we can certainly use the Faculty Senate list.

Dr. Shriner: I will definitely use this group and ask to include it in the announcements. And if you have suggestions for the best way to get the word out about anything I would really like to know that because that is an unanswered question that I have.

President Rouillard: Alright, we will invite you again. Thank you. Next, we have Senator Duhon and Senator Lingan to talk to you about Open Access.

Senator Duhon: The reason why I am here today is because this week is Open Access Week; I think it is the 6th or 7th iteration of the global Open Access Week which is kind of the time to become aware of open access publishing. It just so happens that there's actually a webinar taking place this afternoon which I would've tried to schedule and put out notice for more people, but it takes place from 3:30-4:30 p.m. today. But, I will see about making that available on our library guide for open access as soon as it becomes available. It was on predatory publishing which sometimes masquerades as open access publishing. So, some of things I want to talk about since this is Open Access Week, and we wanted to have some kind of activity to commemorate it and our Open Access Steering Committee which we started in 2011 kind of fell apart a little bit over the last few years with personal issues and other changes around the organization. But we wanted to do something for this year, so we as a library, we are going to redeploy our open access survey that we put out the first time in 2011, just to see how the responses might change and to also add an additional question on; what faculty would like to see in an institutional repository. Now, as a faculty obviously some of you have had experience with open access publishing, especially on the Health Science side. The publications that might get deposited in PubMed Central funded by the N.I.H, we've had a few years of normal deposits of theses and dissertations to the OhioLink system which is open access. So, it is not entirely a new process or concept, but the idea here is to get the conversation started and to go further with it.

Where are we now? There's a growing list of institutions across the country/across the world that are developing or adopting open access policies and establishing institutional repositories. So, it is a really big topic and it kind of has two angles to it. In 2011, when we first put out our survey, we also kind of did an environmental scan; we did a sampling (my colleague Wade Lee put this together) and we were able to search by institutional affiliation, I think it was in Web of Science because they just don't index regular publications, but also open access publications. This list is dated now, but we came up with a list of faculty who already are publishing on a regular basis in open access. Then we used this to kind of prove that we are already there, we are already doing this as a practice. We also pulled a list of top journals from repositories that happened to be open access journals and some of them may be traditional journals with open access content. So, the basic idea there was we are already practicing this open access journal type of publishing, but the desire is to see if we can take this concept further and support it at an institutional level formally. So, what we are going to do hopefully by the end of the week is get the survey redeployed; it will

be slightly updated while keeping most of the questions as integral as possible to the previous versions, so expect to hear something later this week.

Now, in 2011 the purpose of our survey was twofold: to collect some common perceptions to get an idea of what some people's hesitations were about open access, and we also used it as an opportunity to present some facts about open access. And in the process we also wanted to engage what faculty felt were the most important considerations just in general in publishing, and also to drill down and figure out what their biggest concerns might be. Some of our general findings that I can share with you: roughly half had published in open access or served in some capacity either as a peer reviewer or editor in an open access journal or in a repository environment. One third were aware of colleagues that had published in open access. One third had no experience whatsoever and responded, "What is open access? We haven't heard of it." Then one quarter actually used open access in their research whether or not they had published. There is a link out in "Survey Findings" which I won't go into now, but I will make sure this slideshow is available later. These were some of the questions that we asked. What are the most important considerations for you when publishing? What are the most critical potential issues that you see? It turned out that the two biggest concerns seemed to be, "will my work in this open access publication be recognized as a legitimate piece of research for peer review and promotion and tenure purposes by the personnel committees, by the institution?" The second major concern was the financial aspect, "I don't like to have to pay to publish my paper." We only got 83 responses from the survey at the time so it was a very small response rate, something like .06 percent, but I think the responses were pretty representative in terms of the ratio, 58% from Main Campus and 30% from Health Science. We had a whole range of attitudes that people could pick from, regarding their feelings about open access publishing. The single largest response was that "Open Access has the potential to work as a legitimate model for furthering research." Awareness is starting to become more common now as people are starting to know what open access is. Even two years ago, 50% had practiced in that business model or they knew someone, a colleague, who had published in open access. Most people are concerned with being published in a peer reviewed journal, being cited, with indexing availability. And then just to kind of summarize here, no matter what faculty rank you were or where you were responding from, you pretty much agreed with these major points about your work: that you would like it to be discovered, available to wide audience, and to be cited, all of which is enhanced in an open access environment. The conclusion that I would like you to leave here today with is that clearly faculty want to publish in open access, whether that be uploading a paper to a disciplinary repository or making one available to your own repository or publishing in an open access journal. However, they have two main concerns and that is a concern about recognition for their work and how are they going to pay for it. So, two distinct goals that perhaps we can think about. Institutional open access policies have been adopted across the country, I think it is something like 25-30. Those institutions are listed in the open access directory. In Ohio there are three, Oberlin, Miami, and Wooster have adopted open access policies. The other side of the challenge is developing an institutional repository.

Senator Ligan: Hi. My name is Ed Ligan and work in the Department of Theatre and Film. I was involved on the Open Access Committee last year, well, 2011. I was part of the planning for the committee conference that we did. We had a mini conference a year ago in October and we brought in a lot of people. I want to talk about this from the standpoint of somebody who is actually doing this. There is a link here that says, "*Performance and spirituality*." My research considers connections between religion, spirituality, theatre and performance and how those things are interactive historically throughout time, so that is my academic background. I started a journal back in 2004 when I was still a grad student and it was an online journal. You were talking about financing and one of the myths that I want to dispel is this costs a lot of money because it can be practically free. I've been operating this journal with the help of some colleagues in the UK and Ireland as editors since 2004 and through that process I found my online publication was actually quite freely recognized during the promotion and tenure process. One thing that I would stress is that I was offered to turn my paper into publication by intellect books in England, their big publishing house that does a lot of academic journals and I turned them down; and the reason is, I think it's going backwards. I don't think paper publication is the future of academic publication. I feel very firmly that it is going to be a thing in the past in a certain number of years; for a lot of reasons, one of them being the overhead, it is a lot cheaper. The other side is, we can use multimedia in online publication. So, the bottom line is, I think you are going to find more and more of your colleagues particularly your young colleagues coming in and are going to be doing online publication. I think the main difference between academic online publishing and paper publishing is really the media. My experience is our peer review process is the same. It put me in-touch with senior scholars, advanced scholars working in all kinds of disciplines. Another reason why I turned down paper publication was the leadership dwindled massively, had I gone to paper publication it would have been viewed by a lot fewer people. I am finding that articles are being cited more because they are online and indexable. This is something that I am always baffled by when people mention the expense. This is not something that has to be expensive. OJS, Open Journals Systems is the journal system that I use and it is an open source system and to this point is the best traditional journal publication. I am trying to move into a more interactive conference-based repository model where we have 3-D objects where we can have a series of papers published around rather than doing a series of journals, trying to move in to video, trying to move into 3D imagery, so basically that we can deepen and liven the approach in studying the humanities and studying the arts. I am now listed in the Directory of Open Access Journals and that is one of the major journals. I was just contacted this week by ProQuest who invited me to sign an agreement for them to upload full text into their database. So there is a lot of feasibility. Even before I made tenure, one of the things that helped me get to tenure, I was getting a lot of invitations to present at conferences. Basically, what I am getting at here is that this does to me seem like it is doable, it is very practical, and it is very easy. I am trying to lean now more into coding. I am trying to find a more App kind of approach for what I am trying to do, but still maintain a traditional journal model as well.

Senator Duhon: We are looking as an institution at finding a repository that will have a feature that will allow for publishing as well. It is not just about storing and making information available, but also for publishing.

Senator Lingan: I do think we are going to see more online journals from younger faculty who are coming in, that is going to be more common.

Senator Duhon: The Directory of Open Access Journals or DOAJ in which *Performance and Spiritualities* is listed -- a requirement to be listed in that directory, which has about 9,000 journals in it now, is to be peer-reviewed. I think the issue is not so much the cost of production as it is the cost for individual researchers to do article processing charges.

Senator Lingan: Are you talking the...?

Senator Duhon: Per article.

Senator Lingan: Well, that is very interesting too because I come from the Humanities and in Humanities it's just hard for you to get published but they publish you for free, so I was surprised when I found out in other disciplines you have to pay to get published. The bottom line is that a lot of open access journals are free; they only take a very small number of their submissions. So really what I have seen is a lot of the peer-reviewed online journals don't charge, but I guess there are different disciplinary practices.

Senator Duhon: It differs from the Sciences.

Senator Lingan: Right.

Senator Sheldon: Is the underlying assumption here is that open access is research-based because it is peer-reviewed that leaves creative writing out of it because that is not necessarily peer-reviewed and editorially reviewed? And all the journals that I think came from the research thing Wade did were all research-oriented journals and creative writing is part of the mission of any major institution, so where does it all fit?

Senator Duhon: I think creative writing has a different intellectual property value to it, also depending on the owner of it.

Senator Lingan: You can just as easily use some platform like OJS or some other online publishing platform and just have an editorial review policy and use that as creative writing format if you want.

President Rouillard: What is the range of cost when there is cost?

Senator Duhon: I think for the Sciences it is usually between \$3,000 and \$5,000 for an article to be contributed to a journal. It is different for a repository.

President Rouillard: And for the Humanities, is it that as well?

President Duhon: It is lower, but in the Sciences \$3,000 and sometimes \$5,000.

Dr. Anderson-Huang: These are page charges for the Sciences and, of course, there are no advertisements in the journals.

President Rouillard: Okay, are there any other questions or comments? Thank you very much.

Senator Duhon: I just want to mention as a final takeaway that there are going to be many steps to pursuing this and it will involve collaboration. It is not just something that the library can do; with a goal, first of all, for adopting some kind of resolution stating that the institution supports the idea of open access publishing and then further down the line having a commitment to support open access publishing institution-wide and perhaps some kind of subsidy and potential partners.

President Rouillard: Thank you. Our next speaker this afternoon is Dr. Lawrence Anderson-Huang who is going to give us an update on two-year program initiatives. Dr. Anderson-Huang is the Chair of the Faculty Senate Academic Programs Committee and is part of the joint meeting with the University Council Academic Programs Committee on this very topic.

Dr. Anderson-Huang: Okay, at this point this material is really just informational. There are a lot of questions that remain unanswered that we are trying to address. I am actually going to present two topics because there is another thing that is coming up right away as well. First, I am going to talk about the two-year degrees/associate degrees.

Associate's Degrees

The State Share of Instruction formula is increasingly based on degree completion. Therefore, the administration is encouraging us to look at offering more 2-year associate's degrees as part of the curriculum toward baccalaureate degrees, so if a student does end up leaving, he or she has a completed degree. The Academic Programs committees of the Senate and the University Council are looking at this issue to see if there really is any value in adding or resuscitating associate's degrees. Last year, 79 students graduated with associate's degrees. Presently there are a wide variety of approaches to associate degree credit: in some cases, credit transfers significantly into a later baccalaureate degree, and in other cases there is virtually no overlap. This variation is in large part driven by program accreditation and the difference between courses offered at an associate's level vs. baccalaureate level.

We are asking many questions:

A. What is the value added by the SSI for the likely number of students?

B. How many students leave UT with the credit equivalent of an associate's degree?

C. How ethical is it to offer a degree that has no meaning outside the UT environment? At this time, only the Associate in Applied Science degrees offer any student marketability.

D. What is the impact on financial aid for students completing one degree and continuing later on another degree?

E. Are the students enrolled in the associate's degree path from the onset, or is the degree awarded after the credit is completed? Associate's degrees must be approved by the State, so it is not like awarding a consolation master's degree for an incomplete Ph.D. program.

F. What marketing do we do for the existing associate's degrees?

G. What, if any, is the added faculty workload engendered by offering more associate's degrees?

That is about all I have at this point. As I said, this is informational. Maybe Vice Provost Barrett has something that he would like to add.

Vice Provost Barrett: Well, I think you may be understating which degree can set up a Master's program, but putting that aside, I do not know how many of our students gain approximately 60 credit hours and do not proceed to 120.

Dr. Anderson-Huang: Right.

Vice Provost Barrett: I do know our overall graduation rate is somewhere in the mid 40% range, about 45% range and so when we move to 50% of SSI being based on degree completion as opposed to 20% of SSI being under degree completion that is a potential significant hit for us that we should be concerned about. Now, if we are losing that number between the first semester and the second semester or the first year and the second year isn't going to make much difference and there is not much "juice for the squeeze" of going through all the difficulty revising and creating etc. And so I think that is a very fundamental question to look at, where are we losing our students in this process and I don't know the answer to that; I applaud your committee for identifying that as a key thing to look at. However, if we are losing a lot of people between the second year and the fourth year, with the state model funding, my inclination would be, and I am not sure it is a discipline-by-discipline question, it is an institutional research question that we all need to be concerned with. I think all the questions that you are asking are the right ones and so I look forward to seeing whatever else you come up with. I sent the committee all the SSI handouts and paperwork I have received yesterday and I did not realize that you did not receive them before the meeting and so I apologize for that.

Dr. Anderson-Huang: It gives us a good opportunity to look at transfer guidelines anyway. If a student at Owens completes an associate's degree at Owens how much of that credit can transfer into our own programs or do they have to start over again. Again, that varies across the board for different associate's degrees.

Senator Quinlan: I think there was another comment at University Council about financing and that we don't know whether or not if a student finishes at 60 hours will the state pay additionally if a student comes back to complete their bachelor's degree?

Dr. Anderson-Huang: Right. That is a very interesting question.

Vice Provost Barrett: I am not sure I follow you.

Dr. Anderson-Huang: SSI contribution as opposed to financial aid.

Senator Quinlan: No, if they completed 60 and then they went on to complete 120, is the state going to pay a partial payment after the completion of the associate's and then will they pay again after they complete their bachelor's degree?

Vice Provost Barrett: I am not an expert on all the details of it, but the model is different. If a student does not complete any degrees, we get no credit for a three-year rolling average of what percent of our students are completing degrees. As I understand it, if you get nothing but a bachelor's there is a formula that takes effect and account multiple variables: are you in a stem discipline, is the student from a high risk population? There are various multipliers and other effects that affect it, but at the end of the day they basically give you credit based on the cost of instruction in the discipline, weigh risk factors etc. for getting the full 120-hrs for the degree, because not all degrees are 120 hrs. If you don't finish you don't get anything. If you "transfer from Cleveland State to Toledo" with no degree and complete our degree there is pro-rated, pro-rationing between the two institutions based on how much you have done in each school. If you have an associate's degree and you proceed to a bachelor's you only get credit for the extra 60 hrs., but you do get credit for that full 60 hrs. you get nothing on the prior depending on whether they are coming from a community college or from another four-year institution. Because one, you will actually get bigger credit and the other you don't get any so it depends on where you are coming from. But, if you are asking, do you get credit for what you done post-associates, absolutely, under any circumstance you get that.

President Rouillard: One of the most astounding things that I learned in the course of this meeting with the two committees was that some of our students lose credits in internal transfers. So, there are some students who take two-year degrees at UT and then go on to do a four-year degree at UT and lose credit which was utterly astounding. Senator Humphrys, you told us a little bit about that, do you want to give us a little bit more information about that?

Senator Humphrys: Sure. This goes back historically in the Community Technical College days, if a student is getting some sort of degree in a particular area and they completed an associate's degree in that area and then they went on to the corresponding bachelor's degree at UT, so they got their associate's at UT and they are going on to their bachelor's, it is pretty common that only about 50% of the credits that they completed while getting their associate's degree will transfer, even corresponding discipline in a bachelor's program. I think that has been historically a difficult situation. And strangely, we found back in the Community Technical College days that many of our students from Com Tech could do better going to Bowling Green in terms of the number of transfer credits that they would accept in the same discipline.

President Rouillard: So it seems like that is one of the first places to look to address.

Senator Edwards: The other thing I want us to look at is the idea about students who are on financial aid; if they graduate with an associate's degree, their loans are due and if you come back part-time they may not meet eligibility requirements to pay back their loans, so that is another thing that has to be looked at.

President Rouillard: That might be something that our Government Relations Office would need to look at and perhaps join forces with other universities to lobby our state for help in that situation.

Senator Edwards: Right now we charge our students a fee to graduate; I would like to think we would not charge them twice.

Senator Unknown: It is all about making money.

Dr. Anderson-Huang: Okay, I have additional information regarding something that is coming up. The Natural Sciences and Mathematics chairs received a report about *College Credit Plus* which is a new program that will be organized to allow high school students to receive college credit while they are still in high school.

The State, Local high schools, and the administration are pushing to increase the availability of college credit for high school students offered online. Of course, they are on a fast track for this program, wanting to have it rolled out for fall, 2014. Many Gen Ed /TAGS courses are targeted. The courses will be required to be offered in three different versions: totally online (synchronous or asynchronous), face-to-face, and blended online/face-to-face. The impact on faculty workload is unclear, except faculty will be given release time in the spring, and paid in the summer, to develop these course versions. Technically today is the deadline for identifying such faculty. By November 15, the workload implications will be established. Marketing will start January 1, and course development will begin January 15. All courses will be available for registration August 15.

Senator Humphrys: Dr. Anderson-Huang, is this the early college high school or is this something different?

Dr. Anderson-Huang: It has a different name, it is called "College Credit Plus."

Senator Lundquist: So, for the faculty that will be teaching these courses, are they for students who are high school students only?

Dr. Anderson-Huang: No. They can very well be taken by our own students.

Senator Lundquist: So we hold our faculty workload steady.

Dr. Anderson-Hung: Right.

Senator Lundquist: So someone who will be teaching high school students will also be teaching college students in the same class.

Dr. Anderson-Hung: If they are enrolled for that, that is right.

Senator Lundquist: And also, faculty will also be receiving course releases...

Dr. Anderson-Huang: Not generally.

Senator Edinger: Technically, these are UT students. They are high school students registering for UT credit. So their UT credit, the schools are paying for their tuition, it is like the PSO (postsecondary option) classes, they are UT students in high school.

Senator Lundquist: That makes sense to me, but there will be additional students without additional faculty.

Dr. Anderson-Huang: That is right.

Past-President Dowd: When faculty members develop such courses, who owns the course content?

Dr. Anderson-Huang: If the faculty members are being paid to do it the institution owns the course.

Past-President Dowd: Forgive me, I need to be more clear. I am not referring to courses or course numbers, I am referring to the actual content. That is, the intellectual property.

Dr. Anderson-Huang: The content as well. Of course, these courses have to meet TAGs guidelines for transferring to other institutions, so the content is pretty much specified to whatever the content for that course is.

Past-President Dowd: Some of the language in that agreement has caused considerable concern among faculty members. It involves implications from developing distance learning classes, and I hope that language will be revised by Vice Provost Barrett. It appears that if a faculty member signs that contract the administration would interpret that agreement as the department losing its existing control over scheduling that course in the future. This would include both distance learning and face-to-face formats. So a Physics and Astronomy course could be scheduled by someone in the office of Enrollment Management, instead of being scheduled by the chair of the Department of Physics and Astronomy.

Dr. Anderson-Huang: That sounds like it could happen.

Senator Hewitt: Yes, that was the impression that we got from the dean in the chairs council that once they buy the content to this, faculty development and all other aspects and any other input that you have as a faculty member or any other input as a chair are gone. It is marketed in

as many formats as possible with or without input, who is teaching it, how it is taught, what format, what materials are used in teaching it—you lose complete control.

Past-President Dowd: Will the chair have the authority to approve or disapprove of the scheduling of the course?

Senator Hewitt: I was told, no. I can nominate someone but if I don't, someone else would be; this course would be scheduled with or without my input.

Senator Krantz: Taking the reasoning one step further, where does the revenue go? What is the distribution between the department, college, and the university?

Dr. Anderson-Huang: Where does the revenue go anyway for a face-to-face class?

Senator Krantz: The point is if this model is implemented, will the college benefit at all, if any?

Past-President Dowd: But if they were to offer this class without the chair scheduling it, in what sense could that course be deemed a Physics and Astronomy course? If it is not being offered by the department of Physics and Astronomy, then it would be a new course and it would have to come to Faculty Senate for approval. But in a more meaningful sense, it is not a course in Physics and Astronomy. If it is being scheduled by the office of Enrollment Management then it is a course from Enrollment Management. And that course would not have academic standing.

Dr. Anderson-Huang: Academic standing was discussed not so briefly at our chairs council and in fact, that is exactly it, the state has to approve this too as satisfying the transfer assurance guidelines etc.

Past-President Dowd: Also, students need to understand that if a “physics” course is offered by Enrollment Management then it does not have academic standing and, in this case, the student would not be making progress towards their degree by taking that course.

Dr. Anderson-Huang: That may or may not be true.

Senator Lundquist: So the department uses its academic standing to get the course approved in TAGs, and then loses its control over the course to some other entity at the University?

Dr. Anderson-Huang: And anybody can teach it because after all, it is just a bunch of videos and some stapled-in MOOCS and various other things.

Group of Senators: Yeah.

Senator Humphrys: Just for my own mental health <laughter>. You know, this type of thing has been done and if I had a nickel of every parent of a previous high school student who I had to communicate with, TAGS are discipline-specific. So, a student who comes in and takes a certain number of TAG courses that are in the TAG for accounting, but then goes to college and wants

to be a nurse they're going to go there thinking that they have 42 credit hrs.' worth of credits and they are going to walk into a school in the state of Ohio and they are going to be 42 credit hrs. ahead in terms of the number of courses they are going to have to take and the number of courses they are going to have to pay for, only to find out that they were in the TAG that would have been perfect if they went into accounting, but basically means nothing other than maybe some general education courses when they go into nursing.

Dr. Anderson-Huang: Well, that is true anyway.

Senator Humphrys: Well, it is true but it is in the marketing. It is something that is called Tech Prep and I don't know if people were aware of it, but that was a similar sort of program and I will have parents calling me because they had dealt with my department when they were in high school and because they were in a business-related major and they were supposed to get credit when they came to school but they would only get credit if they came into a Business program and the student would go into Engineering for example and it was never marketed correctly. So, I think that the marketing is really important because there is a...of these parents thinking "boy, I don't have to pay for these "x" number of courses when my child goes off to school" but when they get there any good PR blows up when they find out that nobody told them the part where their child needed to be in whatever the area. So it is all in the marketing because you can do as much harm as good when you do that, so that is just my "two cents." It is really just an ongoing issue with all of these programs, they don't give all the specifics.

Dr. Anderson-Huang: Not exactly transparent.

Senator Humphrys: Exactly.

Senator Edwards: And we do have existing models: post-secondary option, dual enrollment, AP classes, IP programs that are nationally known, tested and have been working now, we can do this now. Where is the marketing analysis that there is a need for this program because we already have these options available for parents in our community that are long-standing?

Dr. Anderson-Huang: Yes, like in Physics for example- we have individual programs with individual high schools. It is not a broad-based open enrollment high school level.

Senator Edinger: You also have courses here that are online courses that a high school student can enroll in as a PSO class and they get their credit for that class, we already do this.

Dr. Anderson-Huang: Not across the board in general education.

Senator Edinger: No, it is still scheduled to the department of English or whatever it is.

Senator White: I think I got my question answered. These don't need approval through the college and Senate, it is pre-existing courses, is that correct? Which is a matter of, if the

department decides this online version of these 3 formats is good enough and that is it, is that correct?

Past-President Dowd: But who is offering the course and who will be teaching the course? Senate has approved physics and astronomy courses being offered by the Department of Physics and Astronomy. But Faculty Senate has not approved such courses being offered by any administrator who wants to schedule such a class. Doesn't the administration care about academic integrity? That is the point that I am trying to make. If the courses are being scheduled by the chair of Physics and Astronomy and are being taught by a faculty member in that department, then academic integrity is preserved. If an administrator in Enrollment Management, or Parking Services, or some other administrative office starts scheduling courses and chooses the individual who is going to teach the class, then academic integrity becomes a very important issue.

Senator Krantz: And we would need to reroute it, is that right?

Senator Regimbal: What is the provost's position on this? Why would the provost give away the university function to whoever is saying this is a good idea?

Dr. Anderson-Huang: The provost wasn't at our meeting.

Senator Regimbal: But, isn't that a provost kind of issue?

Vice Provost Barrett: Well, I hesitate to speak for the provost and the chancellor since neither of them is here of course. This program is a state program; it is not something that we've come up with out of our own thought process. This is a state initiative to try to increase more Ohio students to get college credit while going to Ohio colleges and completing that to overturn our workforce. I am not going to begin to try to justify everything that an Ohio legislature does and the thought process is that it comes out of OBOR, so I think a lot of comments around here may point at some of the issues. There's already ways that high school students can take college courses, but I don't think there is anything is particular being given away here. I don't really see where you are driving at in that regard.

Senator Edinger: The point is, why couldn't we do this under the existing structure without having a faculty member be paid to give up the course? If it was done as it is currently done with online courses being developed and run through a department then there is no problem.

President Rouillard: Well, that is not being proposed.

Vice Provost Barrett: I've been sitting here trying to be quiet unless I "step in it," but I think there's a lot of concerns that may or may not materialize in the end. I don't know how all of this is going to roll out in the end. There is clearly a desire to develop courses of this type. There's clearly a desire to develop flipped and hybrid courses which we are putting money into trying to create video components that are high quality that the students gets excited about that makes

students want to come here and take our classes. How those are scheduled and managed and who teaches the video component? I haven't heard anybody say in any meeting that I've been at that it is going to be Enrollment Management that schedules the course and assign the instructor. The university wants to own the content. I do know that it needs to own it because it's putting a lot of money into developing these courses and wants to be flexible if "Mike's video" is great, but "Mike" isn't available to teach that microeconomics class to have another qualified academic person to be able to teach it, I am assuming from the Department of Economics.

President Rouillard: That is a big assumption.

Vice Provost Barrett: I don't think having the video created removes any of the state's requirements that the course itself be taught by someone who is academically qualified. So I think the person who says, "I think it can be taught by anybody," I don't think that is true because the course is not just a video. To me, the video components are a lot like the casebook or textbook for a course, there are pieces of a course, but it is not the course itself.

President Rouillard: That is true, but I think we've seen some other initiatives where it has been the goal to get someone else to teach the course.

Dr. Barbara Schneider: I was trying to find it on the internet; someone asked the question about the funding of these courses and why the university would give away those classes. The state actually has created a funding formula. So it doesn't cost the high school districts their money and the university gets reimbursed with the state share of instruction. The formula varies depending on whether it is offered on campus because it is supposed to be face-to-face, whether it is offered entirely online, or whether it is a hybrid, and whether it is taught at a high school facility or at a university facility.

Senator Lundquist: I understand that this is a state program and the state wants most universities to participate in it. But, we can have some control over how these courses are offered here, can't we? Can we say, "yes, we are willing to offer the courses and our faculty are willing to work on developing them, but we must stipulate that the courses be offered by departments and no other entity." Why can't we say that?

President Rouillard: Are you are asking for administrative commitment to that?

Senator Lundquist: I would like that, yes. I don't want anybody, I don't care who they are, to take an ENGL DL class that isn't a class developed in the English department with faculty expertise and English faculty teaching it.

Senator Hewitt: The course, 1320 College Algebra right now that we've been asked, well, actually told to teach, we had successful dual enrollment programs and high schools are on them and they come with a proposal and we vet all of the things that goes into that course including the credentials of who's teaching it and the book that is used. We make sure that all of their

exams and all of their assessment tools match what is required for us to get our course in compliance with OTM and other Ohio standards and we have a faculty member who gets sub compensation for working with that instructor and making sure the standards are matching. But what came down in the chairs council, apparently from the Provost's Office sounded different; so it may be something that the provost needs to perhaps take a bit more care in communicating exactly what's intended. One thing that bothered me a little bit about this directive was that we've worked on making/creating a variety of tools that would allow us to teach 1320 in a wide range of platforms media from blended to...models and all those kinds of things. The provost did come and say, "We would be interested in what kinds of work you have done to contribute to this initiative." The word came from the state and they said "We want this. You tell us who is going to do this for us and if you don't we will simply name someone else." Now, it may have been miscommunication, but I think it behooves the provost to make more of an effort communicating with the faculty who are doing this work, not just this top-down directive and that is the thing that bothered me. It may be that this is not an attempt to take away all faculty prerogative regarding curriculum instruction, but it doesn't sound that way. I would like to hear what the accurate version of this is.

Senator Edwards: Is this a state effort by the Board of Regents, or by the Ohio Department of Education, or is it a combined thing, or is it a legislative piece?

Vice Provost Barrett: I am not sure where you are going.

Senator Edwards: Where can we get information about what the requirements and rules are for this? Dr. Schneider, you said you looked it up.

Dr. Schneider: Well, I was trying to find it on the state's website. I've seen a PowerPoint that they had and I can't find it.

Senator Edwards: Okay.

Dr. Schneider: But it had the funding formula on it. If I can locate it because I had it somewhere and honest to God I spent ten minutes looking for it and I can't find it. But, it is a fairly straightforward formula and it has a grid and the state pays this amount of state share of instruction if it is taught on campus.

Senator Edwards: To whom?

Dr. Schneider: To the university.

Senator Edwards: Does it come out of the public school budget?

Dr. Schneider: No.

Senator Edwards: Well, those are the kinds of questions that we need to know and if this is an official policy then it should be up on the website.

Dr. Schneider: I don't know whether it is OBOR or ODE (Ohio Dept. of Education)

Past-President Dowd: My question is to Vice Provost Barrett and follows from Senator Hewitt's question. You are describing that as being a mandate from the state. My question centers on the implementation of this program. Are all universities participating in this program insisting that their faculty members surrender all intellectual properties to their university? Are all the other universities in Ohio saying, "If your department won't do it this way then we will get someone else to do it?" Is this the implementation tactic of every university in Ohio? That tactic is certainly not coming from the state. So why do UT faculty members have to give up intellectual property to simply teach a course? This could be a good program. But why doesn't the provost act in a way that would get faculty to buy into this program instead of the hard-line tactics? As a department chair I am horrified about the very strong negative incentive this program is imposing on faculty and chairs. Please convey my thoughts to Provost Scarborough.

President Rouillard: Well, it is 6:10 p.m. Thank you, Dr. Anderson-Huang. I think Senator Regimbal had a quick announcement.

Senator Regimbal: We started a meeting with Student Government to come to a "meet and greet" and this is another invitation from Athletics. The Student Athletics Committee would like to invite faculty to come prior to the game to the Alumni Pavilion, there will be hot dogs and beverages. During the game the students will actually receive the award -- the MAC institutional academic award that you were told about earlier this year. That award is being brought to UT and will be presented to the students in Athletics. So the invitation that I have is from the...and they would like to thank you for all the work that you've done.

President Rouillard: Thank you. Is there a motion to adjourn? Meeting adjourned at 6:14 p.m.

IV. Meeting adjourned at 6:14 p.m.

Respectfully Submitted by:

Lucy Duhon
Faculty Senate Executive Committee

Tape Summary: Quinetta Hubbard
Faculty Senate Administrative Secretary