

**THE UNIVERSITY OF TOLEDO**  
**Minutes of the Faculty Senate Meeting of November 8, 2011**  
**FACULTY SENATE**

<http://www.utoledo.edu/facsenate>    Approved @ FS on 11-22-2011

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**HIGHLIGHTS**

Dr. Steven Peseckis: Core Curriculum  
President Matthew Rubin: Student Government

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**Note:** The remarks of the Senators and others are summarized and not verbatim. The taped recording of this meeting is available in the Faculty Senate office or in the University Archives.

**President Lawrence Anderson** called the meeting to order, **Lucy Duhon**, Executive Secretary, called the roll.

**I.      *Roll Call: 2011-2012 Senators:***

**Present:** Anderson, Batten, Brickman, Caruso, Cavalier , Crist, Cuckovic, Dismukes, Dowd, Duhon, Ellis, Franchetti, Giovannucci, Hamer, Hammersley, Heberle, Hewitt, Hey, Hill, Hornbeck, Hottell, Humphrys, Kistner, Kranz, LeBlanc, Lee, Langan, Lundquist, Mason, Molitor, Moore, Peseckis, Piazza, Plenefisch, Powers, Randolph, Regimbal, Rouillard, Sheldon, Solocha, Teclehaimanot, Templin, Thompson, Tinkel, Weck-Schwarz, Wedding, White,

**Excused absences:** Hoblet, Lipman, Nandkeolyar, Ohlinger, Ruslan, Shriner, Thompson-Casado, Yonker, Slutsky, Wilson

**Unexcused absences:** Cappelletty, Cooper, Malhotra, Moore, Moynihan, Nazzal, Skeel, Willey,

**II. *Approval of Minutes:*** Minutes from the October 25<sup>th</sup> meeting are ready for approval.

**President Anderson:** I am calling the meeting to order. Welcome all to the fifth Faculty Senate meeting of academic year 2011-2012.

To start the meeting, I request Secretary Duhon to call the roll.

You all have received the minutes for our last meeting, on 25 October. The recording of the proceedings was very flaky, and difficult to transcribe. I remind all speakers to use the portable microphone, and begin with your name. I also remind all speakers to return corrected transcriptions to Quinetta within three days of when she sends them out, so she can send us minutes a day before the next meeting. From now on, minutes will be published for Senate approval on Monday, with or without corrections. Be that as it may, may I hear a motion to accept the minutes of 25 October? All in favor? Any opposed? Please let the record show the Minutes from October 25<sup>th</sup> meeting have been approved.

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

My report today will be VERY short, because all Executive Committee activity will be covered in the Action Items section of the agenda. However, I do want to bring up two issues, one reported by a student, and the other by one of our senators. The student issue concerns the charging of fees in a particular instance, namely for Study Abroad semesters. Fees have certain designations, even if they are not used for those purposes (that's another story). This student wonders why fees set for the library, the Rec Center, and other campus purposes are charged to students who will be in some far off place, and clearly not making use of campus facilities. One could ask the same question for fully distance learning students,

who document their habitation away from UT. Unfortunately, I don't see either our provost or chancellor here at this current moment. I do know that Chancellor Gold will be a little late today so I will bring up this point with them when they arrive. The senator's issue is more general. He is concerned that weekday evening football and other athletic events strongly hinder student and faculty parking for classes and other academic affairs. I include this concern in my report so it appears in the minutes, and so our Provost and Chancellor can respond as necessary. We will bring that up with them on a more personal note sometime in the future too. Thank you. That concludes my report.

Let's move on to the committee reports. We do have a report from the Undergraduate Curriculum Committee, Dr. Steve Peseckis.

**Senator Peseckis:** We sent out these course recommendations yesterday, November 7<sup>th</sup>. These courses were "pressing" because the colleges want to offer them next semester. There are a total of four courses and new courses that were proposed, which are Coil1400, and Linguistics 4260, and Political Science 2600, and CIVE 4690. I am personally concerned about some things, the PR here is incorrect. The normal grading doesn't allow that for undergraduate courses. Are there any questions about these?

**Senator Dowd:** Does COIL have the faculty to teach these courses?

**Senator Peseckis:** This was discussed. I did not ask who will be teaching the course.

**Senator Dowd:** I ask whether COIL has any faculty to teach these courses because as far as I know COIL has a dean and an associate dean but no faculty members.

**Senator Peseckis:** I know in Pharmacy they talked to us and they are offering it. I don't know what arrangements were made about who's teaching it.

**Senator Dowd:** Senator Peseckis, I am a bit confused. Will the College of Pharmacy be scheduling these courses while having faculty in other colleges teach them?

**Senator Peseckis:** I have to admit that I was not asked that question before. I truly wish I had that question beforehand because I would have gotten an answer for it.

**Senator Sheldon:** Does COIL have faculty? If not, that's not a precedent as CALL, once University College, have no faculty either.

**Senator Dowd:** Actually, I think it is a precedent.

**Senator Sheldon:** No, CALL has no faculty.

**Senator Dowd:** The Graduate College has approximately eight-hundred affiliated faculty members. But the Graduate College does not schedule courses and it does not assign particular faculty members to teach particular graduate courses. The issue with who will teach the COIL courses is an important issue. Before we consider approving a new course we need to know who will be scheduling the course, that is, COIL or some other department, the faculty of which college will be teaching the course, and which college will be given the necessary resources to teach the course.

**Senator Sheldon:** Senator Dowd, if you would allow me to go on a little bit, I would have said I totally agree with you and I have a problem with this too.

**Senator Dowd:** Senator Sheldon, you are correct. I apologize for interrupting you.

**Senator Duhon:** I think that I may be able to partially answer that question. As far as I know, the three Fellows that were hired last spring will be involved with this.

**Senator Sheldon:** Excuse me. What do you mean “three Fellows?” Are we talking lecturers or visitors?

**Senator Rouillard:** There are three visiting assistant professors and a lecturer.

**Senator Sheldon:** In COIL?

**Senator Caruso:** We have three visiting professors, a lecturer and an associate lecturer in Learning Ventures. I guess they are joint appointments or at least visiting professors with joint appointments. It is my understanding for example sociology and learning ventures and so on.

**Senator Heberle:** I received this email and I thought how can I possibly approve this given that I understand that there’s a mandate for COIL to create living learning communities for our commuter students, if that’s the context of this. They will self select somehow sections in this class. There is absolutely no explanation to why or how this living learning community curriculum is working with the rest of the core curriculum. There is nothing that says that this kind of material is already being done in the core. I thought the idea of revamping the core was to clean it up, not to create more.

**Senator Peseckis:** One of the steps is to get the course approved and then approve them separately. It sounds to me that there are a number of questions that are unanswered and no one forwarded their questions to me before this meeting. So, it seems to me that I can separate this course out from the other three and perhaps it will be worthwhile to have Dean Pryor come talk to us and to explain this.

**Senator Heberle:** I just want to make one other comment for the Minutes and that is what you said about faculty and visitors in COIL. That is still very unclear because in the LLSS council meeting the other day we called it a joint appointment between Sociology and COIL. The person that was teaching courses at the 1000 level, Senator Rouillard help me if you remember this conversation but Dr. Patterson sent out an email that stated “No, this is not a joint appointment, this is something else.” So, I would really like for COIL (whoever is in charge) to come and explain to us exactly what this college is doing in terms of faculty and curriculum because I do not feel comfortable approving any curriculum coming out of there until I have some clarity to what the administrative structure is and what the faculty relationships are.

**Senator Rouillard:** I would also like to add to the discussion. I am not sure if the living and learning community courses are currently being offered in the fall under inner disciplinary studies. Senator Lundquist, you were talking to me the other day about the living and learning community courses, are those the courses that are being taught under the interdisciplinary studies rubric?

**Senator Lundquist:** I haven’t heard that, no. I know that they wanted to target the living and learning communities to populate some of their courses. I don’t think that is in place for this fall.

**President Anderson:** Is this in your purview to cut out, COIL and vote on the three?

**Senator Peseckis:** We are going to take COIL out then we will talk to the Executive Committee to hear their recommendations. Does that sound reasonable? Do I move for an approval of the other three courses other than COIL 1400?

**Senator Solocha:** I would like to highlight the information about the engineering part.

**Senator Peseckis:** What in particular do you want to highlight? It is my understanding that this is part of the new curriculum which has to do with sustainability to develop this course.

**Senator Solocha:** I also put in a course very similar to that and I shared with engineering how that... from us.

**Senator Peseckis:** I haven't seen your course proposal.

**Senator Solocha:** I sent a copy to Engineering so I would like to know what happened to it.

**Senator Randolph:** Senator Solocha, who did you send it to?

**Senator Solocha:** Dr. Naganathan.

**Senator Randolph:** We approved this new course through the Curriculum Committee. We haven't seen your proposal and we approved this without knowledge of it.

**Senator Solocha:** We approved the summer class in our college as well and that has been a while ago. I sent it to Dr. Naganathan approximately two years ago.

**Senator Peseckis:** Two years ago?

**Senator Solocha:** Yes, two years ago. I am just wondering why it didn't get down to you.

**Senator Peseckis:** I don't know how to respond to that.

**Senator Solocha:** I am just curious.

**Senator Dowd:** Senator Solocha, even though there are some similarities with your course, does the content of this course appear to contain significant differences from your course?

**Senator Molitor:** Sustainability, energy, and finance?

**Senator Peseckis:** Finance in regards to the system.

**Senator Molitor:** I was going to comment that the proposed EN course is focused on the engineering principles of design, construction, and life cycle management. I am not sure how someone outside of the College of Engineering could teach these principles.

**Senator Solocha:** I just didn't see that in the course description and that is why I brought it up. I know in engineering they offer sustainability. However, sustainability is a financial concept it is not an engineering concept.

**Senator Heberle:** What? Excuse me.

**Senator Peseckis:** I think that I would have to disagree with that.

**Senator Heberle:** I think that it is a philosophical concept actually.

**Senator Solocha:** I don't object to this. I just want to know.

**Senator Peseckis:** I don't know the disposition of that in engineering but as the course is it seems reasonable to us. We do run into conflict with existing courses within the University. I guess I would... that this will be taught with clear engineering focus and that a business course may be taught as well. But I don't think that it will be a conflict with the content.

**Senator Randolph:** We do have a syllabus with this request so I will be happy to forward it to you.

**Senator Peseckis:** Is it reasonable to approve these courses then? All in favor for approving the three courses, CIVE 4690, PSC 2600, and LING 4260 please say "Aye." Any opposed? Any abstentions? Please let the record show that the above courses are approved. *Motion Passed.* I have one fyi item: The new tracking system does not obtain the names of the new courses, it is not visible. Last year we tried to launch a new system but it did not work. So I am told that within the next few days that there should be a new system launch which will be the same address of the Provost's Office and it will look similar to the previous system but it will incorporate all the new colleges. The new colleges will be linked to database and the professors will have updated performances so we can see their performance. One of the factors that is holding it up is that the Provost's Office has requested the names of the different colleges who have authorization at the deans' level to approve them. I believe once they get feedback from various colleges then that system will be online. When it is I will make sure that we all know that it is back and running. Look forward to seeing something else that has to do with the tracking system. Thank you.

**New Course and Course Modification Proposals Approved by the Faculty Senate on November 8, 2011**  
**College of Languages, Literature and Social Sciences**

**New Courses**

**LING 4260 Semantics and Pragmatics 3 Chr**

- Lecture 3 Hr, 20 students/semester; 20/section; Semester Offered: Spring, Alternate Years.
- Prerequisite: ENGL 3150 or LING 3150
- Grading: Normal;
- Catalog Description: "Formal theories of semantics (meaning systems of human languages) and pragmatics (the ways in which context contributes to meaning).
- Fit: LING 4260 is being added to the requirements for the BA in Linguistics.

**PSC 2600 Principles of Comparative Politics 3 Chr**

- Lecture 3 Hr, 40 students/semester; 40/section; Semester Offered: Fall, Spring, Every Year.
- Prerequisite: None
- Grading: Normal
- Catalog Description: "An examination of the political system of various countries and general themes that affect internal and external politics in these countries, including globalization, democratization, political parties, civil society, and gender."
- Fit: This course would parallel the 3 other Principles courses in the department's "gateway" fields and fill the requirement that students complete courses in 3 of 4 gateway fields. Prospective demand will be approximately 40 students per semester.

**College of Engineering**

**New Courses**

**CIVE 4690 Sustainability Engineering 3 Chr**

- Lec 3, 15 students/semester, 15/section; Semester offered: Spring, Every Year
- Prerequisite: Junior Standing
- Grading: Normal
- Catalog Description: "Course develops students' abilities to apply the principles of sustainability to engineered systems. Course topics include sustainability definition, life cycle engineering, green construction, ecological design principles, and energy and carbon footprint management."
- Fit: This course is designed as a tech. elective for undergraduate engineering students. Undergraduate students planning on staying for a graduate degree will be allowed to take the course at its graduate level (CIVE 5690). Graduate students will be encouraged to take the Life Cycle Engineering course which is more appropriate for research and analysis skills, focuses

primarily on life cycle assessment, and has less design components. Students unable to enroll in the Life Cycle Engineering course will be allowed in CIVE 5690.

**President Anderson:** Next, I invite Mr. Matthew Rubin, Student Body President, to speak. I anticipate having a Student Affairs report at every meeting in the future.

**Matthew Rubin:** My name is Matt Rubin and I am the current Student Body President. This is my second term as president. I will be getting out of here pretty quick as this will be the final year that I will be in Student Government. We really want to try to build relationships between the students and the faculty any way possible. I think by speaking at these meetings every couple of weeks it is going to be a good way that we can understand each other a little better. To begin: Some of the things that we are going to be talking about today are what student government is, how is it broken down, and how does this organization work. Some of the programs that we're working on have initiatives and also a couple of resolutions that we passed that you might be interested in because it has to do with the academic side. I put this PowerPoint before the meeting so I apologize for any spelling or grammar mistakes. The Student Government is separated into three branches. We have our executive, legislative, and judicial which is kind of similar to the federal government. The executive branch consists of the president, vice president, and cabinet. Right now it is about twenty members, but it can be as large or as small as the executive branch wants and determines. The cabinet members are in-charge of specific program goals, directing different programs. We also have a legislative branch which is probably what you hear most about in the Collegian. It has fifty seats for senators that are divided up by college. Right now we currently have approximately thirty-five senators. I don't think that we had a full senate in a long time so that is something that you want to keep in mind. The leader of the chair is Heather Engle who resides over all of the meetings. We also have several committees that deal with administrative affairs, residence life, student services, information, and public safety, finance and academic affairs. We also have a judicial branch which is our chief justice (Aaron Dau) and other justices which create nine positions and those are responsible for defending students when code of conduct issues come up. We also have two student trustees who serve in Student Government as well. Some of the committees that we serve on also include the Board of Trustees. Currently our Best Practice Sub Committee as you can see here per PowerPoint there are quite a few that our students are involved in around the University so it is kind of good that our are out there . But of course, it is always better if we can expand that. We are recently getting more involved with Faculty Senate and by doing those things I think our students are having a greater impact on the University. We have bike for our campus campaign. I don't know if you've been on campus, but recently you'll see that they put out these "share the road signs" and also big chevrons with bikes on them so those are bike lines in the middle of the road. They have the same types of signs in Columbus and that is where we originally gotten the idea to do that. We originally wanted to do bikes for routes on campus to utilize some of the sidewalks, however since a sidewalk can't legally have a bike on it it would not make sense for the University to put signs up to do that, so there was some compromising that we made. We also have two bike corrals that are on campus where students can safely walk with their bikes and there are also two air compressors and lockers that are able to be used. We established a transportation committee which consists of students and faculty from other universities and we are going to work on things for the future. One other initiative is that we have the UT transit with a GPS system that is now working with all of the busses that go around campus. Each bus is equipped with a GPS tracker and you can view the map of it on the UT transit website. The busses have different colors; you can see which one is on the blue loop which is the gold loop and what goes to the Health Science Campus. You can map out your route which is shown on the right side of the screen. It will tell you how long that it takes each bus to get to a certain destination and how long your trip will be. By implementing this program we think that it helps the ridership of the busses and it also help with the parking problem. Another way to utilize the system is that you can send a text message to 41411 and you can type in Utoledo and any bus stop location. So if you all can help spread the word out to faculty to help use this it will help save you some

gas money and it will also be a chance to interact with students more. The next program that we've been working on is called "what you want Wednesdays" and this program is to help collect student feedback around the University. So, every Wednesday we have these shirts and hats that say "what you want" so students can distinguish us and we talk to the students by asking them what is going on with their experience at the University of Toledo, are you having any issues, what can be changed, do you have any ideas to help the University? And this is a great way to get the word out. The next is the dignity and respect campaign. You have probably seen some posters on campus that talk about dignity and respect. This came out of the President Council about dealing with some diversity issues on campus. They put together a couple of film screenings and also a diversity training event. We've had our dignity and respect campaign people invited to different classes to speak. It was also included in the smoking ban, so if you guys see posters around campus that have a cigarette with "respect" on it with a big cloud of smoke it means that we want to be smoke-free on campus and we want to make sure that everyone is respectful. Student impact awards, this is something that we are actually voting on tonight. The Student Government has a new program and we want to make sure that we are rewarding faculty who are student-centered and doing a good job and need to be recognized for their work for making student lives better. We collaborated with the Medical College Student Council for that and it is going to be working with all of the colleges, it's going to be law, Engineering and Pharmacy, everyone is involved and that should be a great program. Campus Readership, this is something that the Student Government has talked about for awhile. We use to have the USA Today on campus and it is sort of a long history behind it but that program got phased out so we are currently working on bringing that back to UT and we are putting it to a vote to see if it's something that the student body wants to fight for against Student Government. So, if that passes, we are going to go out to seek some funding to bring the paper back for the remaining of the school year and we are going to add them to the general fees for next year. This is something also for professors to use and they can tell their students to go out and find a USA Today paper to discuss it in class. That is another problem because a lot of discussion because people aren't generally informed. We also want to increase school spirit and so we did some cool things to that. This year we did the UT/BG ball run which is the relay style run with a football from The University of Toledo all the way down to Bowling Green which is twenty-five miles. We also had a joint meeting with Bowling Green's Student Government so that is a great way to collaborate and build a friendly rivalry. We also run fan busses to the UT/BG football game. We are hosting a watch party for the UT/Central Michigan football game on November 18th in Savage Arena. We are also going to do some pep rallies and we want to make sure that we encourage attendance. The more that people are invested in the spirit of University of Toledo and the more connected they feel is one way that helps with retention so we want to do anything that we can to help that. Another program is called You Are a Target. This program we are going to go behind the Bancroft Hills neighborhood and we have fliers and we are going to be looking for things like electronics that are visible from outside the windows and The University of Toledo bumper stickers on their cars and just let them know that they can be targeted by criminals to maybe take their electronics, usually a laptop but anything that distinguishes those students that makes them more susceptible to crimes. We take a check-sheet and we put it in their doors and we have somewhat of a campus clean-up at the same time. Here are a couple of other programs that we worked on that is including the constitution day event and an administrative meet and greet. These are the two academic resolutions: the first one had to deal with the distance learning classes that have an in-class element. So if you have a DL class all year but the final has to be in-person we want that to be annotated on the registration page. So if a student decides to take a DL course and signs up for it and maybe they didn't check the syllabus until the day the class begins and they realize they can't get out of it, for some reason it's not what they want to do that should be available for them before they register. So we are going to ask the Registrar's Office to please add that. Also, we would like professors to notify students of all necessary course materials which it would be anything that students have to pay for prior to the class beginning. Usually when text books goes up on the books on the website that is everything for the class but some classes require more by an access code software or something online, those are hidden costs that students do not know about that it's associated with the courses and we want to make sure that students are aware before the class starts. The following are a

couple of charges for the Faculty Senate: the first one, I would like for you to please encourage your students to get involved in Student Senate. Like I said, our Student Senate is not filled. It has a big lack of representation and we need for them to get out there and see that they can really make a difference. And it starts with you; you guys are their mentors, educators, and I think what you say can go a long way if you please encourage them to get involved and try to make a difference. Secondly, be proud of UT and show some school spirit. I talked about how traditions and spirit kind of bind us all together whether you are a student or a faculty member or a staff member, it is the one thing that we are have in common. Any University like Texas... their school spirit is really serious and they all embrace their University in such a great way that I would love to see that at the University of Toledo. Finally, we would love to have a delegate as a faculty representative at Student Senate for our weekly meetings. We meet every Tuesday evening at 8:00 p.m., in 2592 which is the same room that Faculty Senate usually meets in when you are on the Main Campus. We have a space for a faculty representative in our agenda and it usually goes unfilled. So, if that is something that your group can maybe consider and maybe you may want to send someone from the Student Affairs Committee. That is all for my report, but I would be happy to entertain any questions

**Student Government  
Report**



**Student Government President**

**Matt Rubin**

**Summary**

- Student Government
- Initiatives and Programs
- Resolutions

**Student Government Composition**

- Executive: (20) President, VP, Cabinet
- Legislative: (50) Senate, Chair, Committees
- Judicial: (9) Chief Justice, Justices
- Student Trustees (2)

**Current Committees with SG Members**

- Board of Trustees
- Best Practices Subcommittee
- Finance and Strategy
- Campus Dining
- Faculty Senate
- Various Advisory Boards
- Campus Safety
- University Athletics
- Travel Grant Requests
- General Fee
- Convocation
- Searches
- Jefferson Awards
- Presidents Council on Diversity
- College Councils
- Engagement and Retention

**Initiatives and Programs**

**Bike-Friendly Campus Initiatives**

- Installed with air compressors and lockers
- "Share the Road" Street Signs and Road Markers
- Established a Transportation Committee-Students, Faculty, Grounds Staff, UTPD





**UT Transit-GPS**



- Buses now equipped with GPS tracking
- View Map on UT Transit Website
- Text 41411 with utoledo (bus stop location)
- ie. "utoledo Student Union"
- Funds allocated through general fees

**Whatcha Want Wednesdays**

- Program to collect feedback from students
- Gather new ideas
- Weekly Participation
- Can target specific issues



**Dignity and Respect**

- Student Subcommittee of the Presidents Council on Diversity
- Performs diversity trainings, events to encourage diversity
- Expanded to include new campus smoking policy



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**Student Impact Awards**

- Student run program to recognize exceptional educators at UT that have positively impacted the lives of students
- Collaboration between all college student groups
- Nomination forms available next week

**Campus Readership Program**



- Bringing the USA Today back on campus
- Encourages civic engagement
- Additional Academic Resource
- Will vote on legislation to pursue tonight, followed by referendum

#### **Increase School Spirit**



- UT/BG Ball Run
- Joint Meeting with BGSU Student Gov.
- Athletics Fan Busses
- Watch Party
- Pep Rallies
- Encouraging Attendance

#### **You Are a Target**

- Identify and warn students about threats to student safety in Bancroft Hills neighborhood
- Includes Neighborhood Clean-Up

#### **Others**

- Constitution Day
- Interfaith Week
- SG Week
- Bike Week
- Administrative Meet and Greet

#### **Academic Related Resolutions**

##### **Resolutions**

- DL classes with in class element be noted on registration page
- Professors notify students of all necessary course materials (Books/Supplements) prior to the first class the semester



##### **Charges to Faculty Senate**

- Encourage your students to get involved with Student Government
- Be proud of UT and show some spirit!
- Delegate a Faculty Representative to regularly attend and address Student Senate at weekly meetings (Tuesdays at 8:15pm SU 2592)

##### **Questions...**

**Senator Sheldon:** There are only two bike corrals on this campus that I know of, the Ritter and the one outside of the parking garage near lot 13. There is a space that is to the South of the Academic House near Sullivan Hall which already has a chain fence. I am hearing from my students why there isn't a bike corral on that side of the river?

**Matthew Rubin:** I talked about "what you want Wednesdays" and we are going to go out and do a couple of things. One of the things that we are doing this Wednesday is asking students if we, UT add a new bike corral here where would they want it to be.

**Senator Sheldon:** My students have overwhelmingly said if they are south of the river there's nothing for them. There are bike racks but the bike racks are usually stacked up. But there is huge space with a chain fence and we are talking about a six or seven ft. chain link fence that's south of the Academic House, that wouldn't be very expensive for building a bike corral on that part of the campus.

**Matthew Rubin:** I took a note of that and that is another place we will look at.

**Senator Sheldon:** I appreciate that.

**Senator Hamer:** That was a great report. How do students get to be senators?

**Matthew Rubin:** Students are elected in the late spring of every year. In order for someone to get elected as a senator they have to have ten signatures from members of their college and then they go through the election process. It is usually uncontested and that is something that we would like to change. But, if a student wants to join Senate any time throughout the year they can join as a member-at-large, which basically states that they are a senator but they physically don't represent their college. There are a couple of small differences between the two but only if you show up at one full senate meeting and observe the next one he/she can be appointed.

**Senator Heberle:** Thank you, that was great. There used to be a faculty representative that attended pretty regularly from Political Science so I am sorry that there's not one now, the time might be an issue. We all meet at some crazy hour, right? So I think that it is a great idea. The other question is about making sure students know what kind of costs that they are facing upfront. I am just wondering from your perspective if students are aware of the various fees that are attached on top of tuition to different courses, the...fee, things like that in different colleges? And if we can help in any way to make sure administratively or through the billing process that those fees are made clear if they are not already. So, from your perspective do you think students really know what that fee structure is and what they are actually paying for?

**Matthew Rubin:** I think most students don't understand it. They don't like it. Obviously, they can't see exactly where those fees are going. General fees are one thing because it is a group of students that allocate where that money goes. That is somewhat transparent because of that, but to the other fees, they do create a big problem especially because it is kind of false advertising when you have the price situation and then you have all of a sudden other fees that get dropped off on top. I am involved with the Ohio Student Government Association and one of the issues that we are trying to push is a cap on student fees over tuition. So that is something that we pursuing and definitely I think that it is a big deal because students would love to know where that money goes.

**Senator Dowd:** Do you know whether any student representatives on the Board of Trustees have raised this issue with the Board of Trustees?

**Matthew Rubin:** I reported to the Board of Trustees and my first feedback was "you are right the fees are ridiculous." Besides from that, I don't know if our student trustees have tried to tackle the issue. The student trustees are Heather Griffin and Joshua Beekman who was announced about a week or so ago. So I can try to work with them a little more to put some pressure on the issue.

**Senator Hammersley:** If you walk in with an iPad how about making sure your newspaper is readable rather than wasting the trees? I'm referring to USA Today or whether you want it to be New York Times etc. You might as well take advantage of these devices if we are all going to carry it.

**Matthew Rubin:** Thank you. Any more questions?

**Senator Regimbal:** I was just going to say that I am requesting for bike corrals to be in a friendly area on this campus [HLC] as well. I don't know how many campus students ride bikes but I think that you have to also look at this campus as well.

**Matthew Rubin:** Yes, our Vice President of Student Government Jordan Maddocks rides his bike between campuses pretty frequently, and he is looking to address that issue. Thank You

**President Anderson:** Alright. Let us move on to our action items. First of all the Executive Committee has revised a resolution that was presented at the last meeting. Before we begin discussion, I must mention that I received information today that the specific programs mentioned are graduate programs, and were not under the charge of the Senate ad hoc committee. In addition, the Visual Impairment option was not reviewed in the Program Review Benchmark study, which did not cover individual options. The other two programs I was told by Penny that those are also undergraduate programs so they should have also been reviewed.

**Dr. Penny Poplin Gosetti:** I don't know if we did, I would have to double-check.

**President Anderson:** Okay. So given those comments is there any further discussion on this resolution?

**Senator Hornbeck:** Do we have a projected completion date for this process?

**President Anderson:** Dr. Poplin Gosetti, how would you describe this small group of people that meets with the president about program review, does it have a name?

**Dr. Penny Poplin Gosetti:** No.

**President Anderson:** That is what I thought.

**Dr. Penny Poplin Gosetti:** Not that I am aware of.

**President Anderson:** Alright. The president has expressed an interest to begin removing programs as of this spring, 2012. At least up to this point he is looking to use the information from the benchmark study to do it. Some of us are very concerned about that and would much rather go through a formal review process of every program that is likely to be removed, to allow that program to defend itself, to have an external review of the program on its viability and interest to the community before that happens perhaps with an ax on the chopping block. That is what this resolution is intended to strongly recommend. As a Senator I suppose the administration to some sense can do what it likes, but this is meant to indicate strong displeasure of the idea of removing programs without the formal review process that the Program Review Committee of the provost has laid out in steps that would take place. No program should be cut without going through that formal review process, I would think.

**Senator Hamer:** I am wondering if the third "Whereas" that is should perhaps be "if administration decided to cut preexisting programs" just to clarify that those programs still exist. I would just make the note that the vision impairment program is going to cost absolutely no money because faculty is teaching it at an additional load. And there was absolutely no discussion within the Special Education Department about doing such acts.

**Senator Dowd:** I agree with Senator Hamer's point about pre-existing programs. However, I don't know if we need to speak explicitly about cost issues.

**Senator Hamer:** I don't mean to add that. It is just a note for general information.

**Senator Heberle:** For clarification, is it Barbara Floyd's Program Review Committee that she has reports on every so often that we are talking about in terms of the process that we are encouraging them to respect prior to cutting? Is that what we talking about?

**President Anderson:** Well, that was the first sentence that was made without consideration of the analysis performed by the Senate Ad hoc Committee Programs, that's the Barb Floyd committee.

**Senator Heberle:** The Senate Ad hoc Committee is Barbara Floyd's committee?

**President Anderson:** Right. And then the opportunity for programs to demonstrate viability is the general review process for programs that are envisioned.

**Senator Heberle:** By the Provost Office.

**President Anderson:** Yes, by the Provost Office.

**Dr. Penny Poplin Gosetti:** May I add to that, we are holding up on that until this is resolved to try to figure out how to best approach it.

**President Anderson:** Okay, is there any discussion? All in favor of this resolution please say "aye." Any opposed? Any abstentions?

**Unknown Senator:** Aye.

**President Anderson:** We have one abstention. Thank you. *Resolution Passed. The following resolution was passed with one abstention.*

**A. Resolution:**

First, the Executive Committee has revised the resolution first presented at the last meeting:

**Whereas:** The Senate Ad-hoc Committee on Programs was charged jointly by the President of the University and the President of the Faculty Senate in January of 2010;

**Whereas:** The charge as conveyed was "The fifth and final step of the reorganization plan will be to sort through the more than '100 departments' [sic], seeking synergies, possible redundancies, and alignment with the colleges in which they exist. This critical stage is still under development, but obviously will constitute a large project as it unfolds;"

**Whereas:** The administration has already moved to cut three programs: Physical Education, Gifted and Talented Education, and the Vision Impairment option of Special Education;

**Be it resolved that:** The Faculty Senate of the University of Toledo strongly recommends that no decisions on the future of existing programs be made without consideration of the analysis performed by the Senate Ad-hoc Committee on Programs, nor without further opportunity for programs to demonstrate viability, nor without dialog with the Faculty Senate regarding proposed eliminations.

**President Anderson:** The next item is the mission statement. You may wonder why you are suddenly being presented with a mission statement. The HLC Self Study folks would like us to have a formal Mission published by the Faculty Senate. Apparently this is something that the HLC requires and it should be on our web page. Therefore, the Executive Committee drafted a particular mission statement which goes as follows:

**Mission Statement**

The mission of the Faculty Senate of the University of Toledo is to serve the faculty and students and to investigate, deliberate, and inform the University Community on any issues it deems pertinent to the University, its students, and its faculty, past, present, or future.

**President Anderson:** The above words are paraphrased from an ancient policy document and if Senator Dowd would like to add a few words about that policy document he can. Is there any discussion about this Mission statement?

**Senator Lundquist:** Do we want to include something indicating that curriculum is the purview of Faculty Senate?

**President Anderson:** In some sense that is serving the students, but we can isolate it out.

**Senator Hewitt:** This as stated is quite succinct and very elastic.

**President Anderson:** Right. As mission statements ought to be.

**Senator Heberle:** Isn't it somewhere else where we elaborate on the actual activity like curriculum and the other things that we actually do?

**President Anderson:** I believe that it is in the Constitution and in other places.

**Senator Sheldon:** I just have a problem with the word "deems."

**Senator Dowd:** Would you suggest alternative language?

**President Anderson:** Is it the word "deems."

**Senator Sheldon:** Because "deems" seems to mean something that is a filter. And whether or not the local media wants to pick up on something or not that is kind of our business, I guess.

**President Anderson:** Of course we will be filtering those issues that we bring up anyway, but that is a possible point.

**Senator Hammersley:** If you want to get that "picky" I would get rid of the "and" after students and put a semicolon so it reads "The mission is to serve the faculty and students (semicolon); to investigate, to deliberate, and inform on any issues pertinent to the University."

**Senator Sheldon:** That sounds fine with me.

**Senator Hammersley:** You are trying to clean it up. The verbiage on this may be quite succinct but in a convoluted legal way, I don't think that they are elegant.

**Senator Sheldon:** Maybe Senator Lundquist can comment on this or help us with this in terms of the word "deems."

**Senator Lundquist:** I think "deems" can go.

**President Anderson:** So it will now state "any issues pertinent to the University and students." So, I just crossed the word out, "deems."

**Senator Wedding:** What about the semicolon that he was talking about?

**President Anderson:** So you want it to state “to serve the faculty and students semicolon and to investigate.”

**Senator Hammersley:** Eliminate the “and” then place the semicolon.

**President Anderson:** It will read “to investigate; to deliberate on issues.”

**Senator Hammersley:** You are dividing two thoughts.

**President Anderson:** That is all one phrase so you will need it.

**Senator Hammersley:** Yeah, but “and” and “and” is too much. It’s Basic English.

**President Anderson:** Where’s it at?

**Senator Hammersley:** It states “and students and to,” unless you want to put a comma in.

**President Anderson:** Okay. So, “investigate, deliberate and inform” should all be one phrase.

**Senator Lundquist:** A semicolon can only go between two complete clauses.

**Senator Hammersley:** Okay. That is only because you have not written that out that way.

**Senator Lundquist:** Right.

**Senator Hammersley:** But there are two complete ideas. The mission is to serve the faculty and the students. That is one idea.

**Senator Lundquist:** I love semicolons, so just make the second part a clause.

**Senator Wedding:** Where do you put the semicolon at?

**President Anderson:** After “faculty and students.”

**Senator Wedding:** Is that what you are saying Senator Lundquist?

**President Anderson:** But then if we say “to investigate, deliberate, and inform the University community” that is sort of what I was thinking is a complete phrase as opposed to having a semicolon “and” and an “and” in that form.

**Senator LeBlanc:** It doesn’t seem like “investigate, deliberate, and inform” is a parallel construction. Are you investigating the University community?

**President Anderson:** No. We are investigating the issues.

**Senator LeBlanc:** But you are saying investigate on any issues. You don’t investigate on something.

**President Anderson:** You can throw away the “on” so it will read “to serve the faculty and students.” However, I am still going to leave the word “and” there. It continues by stating “to investigate,

to deliberate on, and inform the University Community about any issues pertinent to the University, its students, and its faculty, past, present, or future.” Does that sound okay? All in favor? Any Opposed? Thank you. I assume this Mission will have to be approved by the Board, but we will see what happens. *The following is the Mission statement final draft:*

The mission of the Faculty Senate of the University of Toledo is to serve the faculty and students, and to investigate, deliberate on, and inform the University Community about any issues pertinent to the University, its students, and its faculty, past, present, or future.

Next, I don't actually have the resolution that I want to present to you here with me. Alright the core addendum: When we passed the resolution approving the revision of the University Core Curriculum last spring, we did not anticipate the details of the course approval process, so to avoid future confusion, and possible threats of regular procedure the Executive Committee presents the following action item and I will read it to you: When presented and approved, the Senate authorizes inclusion in the catalog for Fall 2012 general education courses based on materials given in the first call for proposals, with the understanding that some courses may be redacted later based on the complete follow-up proposals due in March. Any considerably revised or completely new courses must follow standard curricular approval.

**Senator Dowd:** Point of Order. This material did not come from the Faculty Senate Executive Committee.

**President Anderson:** Well, it is coming from me. I should have said that, I apologize. So, the problem is that the first round of proposals that were due on October 15<sup>th</sup>, which by the way I would say that we received about one hundred and eight of them and we do cover the competencies fairly well. The problem was in that round of proposals there was not a requirement for a detailed syllabus. Virtually all of these courses if not all are already existing courses and the syllabus is not being changed. It will include possibly many different outcomes and will include the assessment practices that will be used to measure them.

**Senator Dowd:** I think the Executive Committee should look at this material before it is presented for consideration by the full Senate.

**President Anderson:** Do you want to look at this more at the Executive Committee level? Okay. I am willing to accept that because we have time since the registrar needs the data in December. Alright, I will take it off without anybody else's input. We do have some other business to attend to. This may or may not take us up to the allotted time of six o'clock. I see that Chancellor Gold has arrived, but I don't see Provost McMillen. So, our next item are issues brought to you by Senator Rouillard about the word COIL and the title and courses and various other issues involving COIL.

**Senator Rouillard:** If you go on the course search page on MyUT and select all of the courses with the attribute of COIL I think that it might be easier for people to follow some of these comments. I think that you will find that we have already begun addressing some of these issues in our general discussion today. I note that in fact the discussion that we had a few minutes ago regarding the sustainability courses in Engineering and in Business perhaps point out one of the very areas where COIL will have its most important function and that will be to facilitate that coordination between those kinds of courses as opposed to some of the other things that we see happening in COIL. First of all, let me state that my goal is to better understand the collaboration between COIL and various departments offering courses this fall with COIL in their titles. In the course search webpage (MyUT) there are a variety of courses that now have COIL in the title. What we have is a total of eight different courses with multiple sections for a total of about thirty-nine sections of courses being taught this fall with COIL in the title. We have Biology, English, Philosophy, Sociology, Adult and Lifelong Learning, and Interdisciplinary Studies. Now, here are



the issues: we have Biology COIL courses that are taught by a faculty member from Biology. In English we have faculty teaching a set of courses with COIL in the title who are listed in the campus directory as faculty in English. Many of these are either lecturers or visiting faculty. But the courses in Philosophy 2400 and Sociology 1010 have faculty who are not listed in those departments, but are listed as VAPs in Learning Ventures. This starts to bring up some questions for me.

While LV initially wanted to hire and house the faculty teaching the English courses, the English dept. protested and it was agreed that these courses would be taught by faculty chosen by the English dept. and these faculty members would remain English faculty, albeit visiting. But things are a little different in Philosophy. Philosophy has a lecturer teaching in Contemporary Moral Problems. He is listed as a VAP specifically in Learning Ventures. By the way, the people in question are all highly qualified, wonderful faculty and there's no issue there. The issue here is with procedures and the implications of what it means to be a faculty in COIL or to be a faculty in Biology teaching a course with COIL in the title. This is in fact the problem, there's no clarity and there's way too much room for variation that can give rise to some serious problems down the road.

A search committee made up of Sociology faculty and COIL interviewed VAP candidates for Sociology courses taught this fall. While this is purported to be a joint venture, the faculty hired as a VAP is listed only as faculty in COIL. Her name does not appear as a member of the sociology dept. on the campus directory. When we asked about this apparent contradiction of the joint position status, we were told by Barbara Schneider that since this VAP's salary is paid by COIL/LV, Banner will only allow the VAP to be listed under COIL/LV. And because the faculty member is being paid by COIL, Banner will only list that faculty as a faculty member in COIL. But this seems inaccurate. here are in fact people who have interdisciplinary or cross-disciplinary cross-department and cross-college positions who are listed as such. In my department we have a lecturer who was given the title of lecturer in French and in History because he has a joint appointment. And yet the lecturer who is teaching the Philosophy courses has the title of lecturer with no indication to where this person's academic home is. So, clearly the answer can't be that Banner is simply the problem. Now additionally, the changes to the titles on the course page also seems to have surprised some of the departments involved and even some advisors whom I had spoken with. There's also some question as to how these courses are going to be recorded on official transcripts. What does it mean to have taken English 1110 COIL? It is a title change that hasn't gone through any kind of discussion here, unless I am mistaken, Dr. Peseckis?

**Senator Peseckis:** No. This is all new to me. None of these titles were ever brought to the Faculty Senate and changes and the titles of courses is purview of the Faculty Senate.

**Senator Rouillard:** So, we have some serious issues that need to be addressed so we aren't faced with a "boat-load" of unintended consequences down the road. Additionally, how is this going to help our students when they present their transcript to someone outside of UT? I think that if you see a transcript that says Philosophy Honors course that is evident to anyone else off our campus. But a transcript that reads Sociology COIL is not going to do our students very much good when they are applying for Graduate Programs or other positions. Finally, there are also the issues of attributes. When you pull these courses up this way the attributes here will show only COIL. But if you pull up for example Philosophy 2400 in the attributes column what you will see will be that COIL now shows up as an attribute. So, does that make COIL an equivalent of a Humanities course? Does that make taking a COIL course an equivalent to taking a WAC [Writing Across the Curriculum] course? Once again, when I spoke with faculty and advisors over this past week some of them were also surprised at seeing this notation. Does this mean that our students are going to be required to take COIL courses? In our discussion regarding core curriculum I think many of you have had concerns about core courses migrating to COIL and seeing this indicated in the attribute column also makes me wonder about this process. So, those are some of

issues that we've already discussed in LLSS Council and we thought that it would be useful to bring it here. If you have any other additional questions we will certainly be addressing some of these in the Faculty Senate Executive Committee meetings, but if you have any other issues you will like us to discuss as well.

**Senator Humphrys:** I think that we all know that new faculty positions are like "gold chips" at this point. Do you have any knowledge as to how many visiting faculty were given to COIL?

**Senator Rouillard:** Three visiting faculty positions. Kristina is teaching in Philosophy, but I have forgotten the names of the other two individuals.

**Senator Humphrys:** So obviously these hires had some very high level approvals in order to be able to advertise and do a search for positions?

**Senator Rouillard:** That is correct. These particular disciplines didn't come up in any discussion with English last semester. I think that Senator Lundquist also asked the question most articulately last semester when she said "Why is it that COIL will have money to hire faculty but other departments do not?" In Council this week when we brought this up it came up right after our discussion of curriculum changes that have been required in the Psychology Department due to under staffing. So we have reached a point on this campus where understaffing is now driving curriculum changes because we can't afford to do what we want to do for our students. This is wrong. And yet we have a new entity that is hiring.

**Senator Humphrys:** I guess an additional question would be why COIL is housing people who are teaching Sociology? Why wasn't Sociology given the opportunity to hire someone to teach Sociology? It seems highly suspect and at the very least it is not the traditional way that things are done. I think that it is a very good point and it is worth pursuing on many levels.

**Senator Rouillard:** We will be bringing up some of your comments and concerns at our next meeting with the provost and chancellor.

**Senator Hottell:** I was merely going to suggest that when you meet with the provost and chancellor and even the president that you would ask these questions. Ask about the jobs and if we had full job searches. Then ask where the courses came about and you might even go into the request that was opposed today that didn't have the proper documentation, as far as we know.

**Senator Rouillard:** Associate Dean Schneider gave us one answer on Tuesday regarding these courses. I think at one point we asked is Philosophy 2400 COIL the same as Philosophy 2400 and the answer was "yes." But it was qualified by the fact that the stated goal is to do a kind of a common thematic study on a cluster of courses. So this semester this block of courses between Sociology, English, and Biology would apparently be discussing issues of sustainability from different academic perspectives, and that is fine. But what we actually need here is simply somebody to coordinate the discussion among the departments. You do not need to have faculty housed in COIL while teaching in other colleges.

**Senator Sheldon:** Orientation classes in Honors are offered through COIL.

**Senator Rouillard:** Are the orientation courses that you specifically teach in the Honors College?

**Senator Sheldon:** Yes, but they are under COIL.

**Senator Molitor:** I just want to ask why the Honors Orientation course isn't under the Honors College? It has a very similar structure as COIL, right?

**Senator Sheldon:** I have no idea.

**Senator Molitor:** It seems very odd to me.

**Senator Dowd:** In particular, the Honors College already offers those courses.

**Senator Sheldon:** But the Honors College has never offered the orientation class. That has always been as A&S course, as far as I know.

**Senator Dowd:** That is true.

**Senator Sheldon:** We only offer four courses, plus upper-level Seminars.

**Senator Dowd:** But the Honors College has an established history of curricular development while there is no such history or expertise in COIL.

**Senator Heberle:** I thought all orientation courses now are sort of being mandated, organized, and orchestrated from above. But setting that aside for the moment I would request that you request for Dean Pryor to come to Senate in order to explain, elaborate, and help us understand COIL's mandate. It's clearly coming from above and not coming from committees where you have faculty teaching students on this campus because there's not much of our input. However, there is some times that they have come to us has been really was not conducive to giving us the time or the ability to collaborate. So, it seems to me that they would benefit from some input as to how to encourage us to collaborate on these issues, but also really get some clarity from Dean Pryor himself who is carrying these things out. I agree with the Executive Committee we should speak with the chancellor, provost, and president about what is going on with this College. I think that we should ask Dean Pryor to come by himself because I've been in meetings with Barbara Schneider and she has been really helpful to a limited extent but it doesn't seem to be any clearer to what a part of this College is actually doing. It really seems to be operating by the seat of its pants and like you said it will lead to some unintended consequences, including enormous resistance from faculty. I would really like for that to be on the record that we request for Dean Pryor to come to Senate.

**Senator Rouillard:** Duly noted.

**Senator Dowd:** I suggest we extend an invitation to Dean Pryor to come to an Executive Committee meeting so we can a focused discuss with him regarding the questions raised today. I would like to go back to the point that Senator Peseckis raised. Before there is a change to a course title it must first be approved by Senate. Every one of these courses involving COIL in the title was required to get approval from Faculty Senate and they did not. So who is responsible for changing the course titles? I don't mean some staff member in the Registrar's Office entering the change. I mean which administrator violated the University policies and procedures and directed an individual to change the course title?

**Senator Peseckis:** I will go and investigate this. I mean that I have to check back at the records. I just don't remember it but I want to check to find out what happened here.

**Senator Wedding:** Doesn't this all raise an issue of accreditation? I mean Faculty Senate has completely lost control of the curriculum that is being advised by some mysterious hand-on-high. Is that what the accreditation people want us to do, which is to advocate this and allow God Almighty to take over?

**Senator Rouillard:** That's a very good question.

**President Anderson:** I think that we should move on at this point because we are coming short on time and we have two other very important issues to discuss. In fact, this discussion is a great segue to Senator Dowd's discussion.

**Senator Dowd:** Throughout this semester the Executive Committee has received many comments and concerns from faculty members asking whether they will be able to provide comments directly to the Higher Learning Commission. The Faculty Senate Executive Committee has a responsibility of providing at least a forum or a conduit by which faculty can provide such comments. The Faculty Senate will of course be requesting time with the HLC to discuss shared governance and other issues. I was told that anyone can submit comments to the HLC but you cannot do so anonymously. I created the email address "utcommentstohlc@gmail.com" so that if any faculty or staff member wanted to send a comment to the HLC he/she can send it in and I will strip out all names and I will put my name on every single comment. I hope you would consider noting the email address and sharing it with your colleagues. At this Senate meeting we also have 3x5 index cards and if you would like to write down an issue and submit it to the Faculty Senate Executive Committee, which will share it with the Higher Learning Commission. Regarding comments submitted to this email address, there are a few ground rules. No personal attacks and no profanity. The language must be professional. If people send notes that are not professional I am just going to delete them.

**President Anderson:** [*indecipherable*]

**Senator Dowd:** To the extent that the Senate can look into an issue we will. But the main point of this is to provide faculty with the opportunity to send comments to the Higher Learning Commission. We are not going to edit the comments. If it comes necessary I will separate the email messages that we receive from faculty versus those from administrators. Do you have any comments on this?

**Senator Lundquist:** So you are asking for people to put their names to the comments being sent to you?

**Senator Dowd:** No. If they send me an email I will have their email address but that is all. And I am will delete that email address. If the HLC wants a name associated with a comment then I will put my name on it.

**Senator Wedding:** I don't understand why faculty would not want to have their name put on this. I can understand that you may have a group that is anonymous, but I would hope that it will be more than your name going forward. I think that people whose names are on it will have underlying information and can be contacted by the Higher Learning Commission.

**Senator Dowd:** That's fair.

**Senator Wedding:** If I give you a comment I will put my name on it and I will expect for my name not to be deleted.

**Senator Dowd:** I certainly will respect such a wish. But if there's an individual that does not want his or her name on it then that's really the purpose of this opportunity.

**Senator Wedding:** I also take issue with your comment about unprofessional comments. My experience has been the faculty who write us at the AAUP about newsletters. We get a lot of feedback both pro and con. It is always quite good, quite professional. I don't think that professionalism is going to be an issue.

**Senator Dowd:** Senator Wedding, I hope that you are correct and the language is professional. But just in case, I started this and so I get to set the ground rules.

**Senator Lee:** Are you asking for us as senators to share this within our colleges or are you going to communicate this opportunity?

**Senator Dowd:** The Faculty Senate is going to send this out to each faculty member, but if you wish to share it with your colleagues please do so. However, if you are not comfortable doing so, then you do not have to.

**Senator Lee:** Okay. So they will receive it at least first from you?

**Senator Dowd:** Yes, I hope so.

**President Anderson:** Thank you Senator Dowd. Yesterday morning, the Board of Trustees Best Practices Subcommittee met for the first time to receive its charge and plan later meetings. There are approximately 14 people on this subcommittee, with only three faculty: myself, John Barrett, and the Chair of the Department of Surgery. In a nutshell, the intent of the subcommittee is to explore the creation of a "University Senate" model of constituency representation. I have the PowerPoint presentation, which I will go through quickly: The Subcommittee shall recommend a protocol for the timely advice on strategic issues to the Board of Trustees by faculty, students, staff and other constituents. Issues upon which advice shall be sought. The method of obtaining and delivering input. Define the delegation of authority to faculty, students and other constituents and the cycle time for deliberation. Recommendations due in March/April 2012. Periodically the Best Practices Subcommittee will report to BOT through Trusteeship, Governance and Audit Committee. Periodically, we (Best Practices Subcommittee) will report to BOT through Trusteeship, Governance and Audit Committee. In reference today: At UT, the Board, faculty and students speak to each other through separate faculty and student senates. Review authority of Board of Trustees. Review current constitution of Faculty Senate. We will review senate models of other universities. Here is the UT Statutory of Authority: The government of the combined University of Toledo is vested in a board of trustees. The board shall do all things necessary for the creation, proper maintenance, and successful and continuous operation of the university and may adopt and from time to time amend bylaws, rules and regulations for the conduct of the board and the government and conduct of the university. Okay, here is the UT governance dialogue that was presented: benchmark universities that will be considered in the discussion: BGSU, U. of Cincinnati, Georgia State University, U. of Kentucky, U. of Maryland, Miami University (Ohio), Ohio State University, U. of Pittsburgh, and Rutgers. The above nine universities' Faculty Senates exist as a body such as our own, a representative body of faculty and faculty participation in a university governance. The representative body of the campus community i.e., faculty, students, staff, administration, and alumni, and principal avenue seek consensus on policies and practices of university-wide concerns. The issue with authority, the Board of Trustees authorizes the creation of the Faculty Senate and has certain responsibilities to the Senate. Typically, the Senate responsibility extends to advising the Board of Trustees with academic rules and regulations and budget policies with facilities. Recommendations to the Board of Trustees with any matter of concern, matters related to faculty and students, candidates for degrees, including honorary degrees (I'm not sure if we have that authority), acting on matters referred by president or of candidates for degrees, which includes honorary degrees, participating in search committees and periodic reviews of administrators, and promoting positive working environment. The university senates: all have full time faculty, three have part-time faculty, four have emeritus or retired faculty, and one has research, adjunct, and professors of practice, which all are elected by eligible faculty. Students of seven universities surveys: Seven have student representation, undergraduate, graduate or professional school representation, student association president generally serves on senate, part time undergraduate and graduate representation (1), student association conducts election, and University senate conducts election

by college and at large. The senate chair: in three senates, the university president is senate chair. In four senates, the chair is elected from senate membership (this is very interesting because I did not know about it). The executive committees: All provide for executive committee, who may act between full senate meeting and/or in emergencies. The membership is usually proportional to senate membership. Other committees: the majority of work is done through the committees and subcommittees, such as Academic Program Committee, Undergraduate Curriculum Committee, Faculty Affairs Committee, Student Affairs Committee, etc. The delegation is from the board of trustees. Responsibilities are primarily advising/recommending to the board of trustees. So, what was also mention that there were several cases where there was a separate faculty senate which deals with academic curriculum issues, but still reports to the university senate. The way that this is being presented it appears that in essence it is “fairly complete” but we are just working out the details—maybe that is a somewhat of an extreme statement but it is pretty close. As was mentioned two of the trustees who are leaving at the end of this academic year both want this to be their legacy. Yes, Senator Heberle.

**PowerPoint Presentation**

**Best Practices Subcommittee**

The University of Toledo Board of Trustees  
Trusteeship and Governance Committee  
**November 7, 2011**

**Agenda**

November 7, 2011

1. Remarks by Board Chairman Carroll Ashley
2. Subcommittee charge
3. Strategies to approach charge
4. Review of other university senate models
5. Next steps/meetings

**Subcommittee charge**

The Subcommittee shall recommend a protocol for the timely advice on strategic issues to the Board of Trustees by faculty, students, staff and other constituents.

Specifically, the protocol shall set forth:

- Issues upon which advice shall be sought
- The stakeholders from whom advice shall be sought
- The method of obtaining and delivering input
- Define the delegation of authority to faculty, students and other constituents
- Define the cycle time for deliberation
- Recommendations due in March/April 2012
- Periodically report to BOT through Trusteeship, Governance and Audit Committee

**Strategies to approach the charge**

**Purpose today:**

- At UT, the Board, faculty and students speak to each other through separate faculty and student senates
- Review authority of Board of Trustees
- Review current constitution of Faculty Senate
- Review senate models of other universities

**UT Statutory Authority**

The government of the combined University of Toledo is vested in a board of trustees.

*-section 3364.01 (B) (1) of the Ohio Revised Code*

The board shall do all things necessary for the creation, proper maintenance, and successful and continuous operation of the university and may adopt and from time to time amend bylaws, rules and regulations for the conduct of the board and the government and conduct of the university.

*-section 3364.03 of the Ohio Revised Code*

**Board of Trustees**

(PP pyramid)

### **Benchmark Universities**

1. BGSU
2. U. of Cincinnati
3. Georgia State University
4. U. of Kentucky
5. U. of Maryland
6. Miami University (Ohio)
7. Ohio State University
8. U. of Pittsburgh
9. Rutgers

### **Senate Nomenclature**

#### Faculty Senate

Representative body of the faculty, and Principal Avenue for faculty participation in university governance

- UT
- BGSU
- University of Cincinnati

#### University Senate

- Representative body of the campus community i.e., faculty, students, staff, administration, and alumni, and principal avenue to seek consensus on policies and practices of University wide concern
- Georgia State University
- University of Kentucky
- U. of Maryland
- Miami (Ohio)
- Ohio State University
- U. of Pittsburgh
- Rutgers

### **Responsibilities/functions – all models**

*Senate responsibility extends to...*

- Recommending to the board of trustees:
- Any matter of concern
- Matters relating to welfare and concerns of students, faculty, administrators and staff
- Candidates for degrees, including honorary degrees
- Consulting with university president or administrators
- Acting on matters referred by president or of Candidates for degrees, including honorary degrees
- hers
- Participating in search committees and periodic reviews of administrators
- Promoting positive working environment

### **Membership – Faculty Senates**

**(PP 14)**

### **Membership – University Senates**

#### Faculty

Of 7 university senates surveyed:

- All have FT faculty
- 3 have PT faculty (*Md, Pittsburgh, Rutgers*)
- 4 have emeritus or retired faculty/typically 1 (*Ga, Ky, Md, Pitt*)
- 1 has research, adjunct, professors of practice (*Md*)
- Method of election: elected by eligible faculty

#### Students

Of 7 universities surveyed:

- 7 have student representation
- Undergraduate, graduate or professional school representation
- Student association president generally serves on senate
- Part time undergraduate and graduate representation: 1 (*Md*)

Methods of election:

- Student association conducts election (*Ga, Miami*) with procedures approved by senate (*Ky*)
- University senate conducts election by college and at large (*Md*)

#### Alumni

- Alumni (voting): 1 (*Rutgers, 6 representatives elected by Alumni Federation*)

#### Senate Chair

Of 7 university senates surveyed:

- In 3 senates, the university president is senate chair (*Ga, Ky, OSU*)
- In 4 senates, the chair is elected from senate membership (*Md, Miami, Pitt, Rutgers*)

#### **Committees – all models**

##### Executive committees

- All provide for executive committee, who may act between full senate meeting and/or in emergencies. The membership is usually proportional to senate membership.

##### Other committees

- Majority of work is done through the committees and subcommittees, such as Academic Program Committee, Undergraduate Curriculum Committee, Faculty Affairs Committee, Student Affairs Committee, etc.

#### **Summary – all models**

##### Delegation

- Delegation from board of trustees

##### Responsibilities

- Primarily advising/recommending to the board of trustees

##### Membership

- eligible faculty (all)
- student representation (all) *University senate model*
- staff representation (5) *University senate model*
- alumni (1) *University senate model*
- voting administrators (all) *University senate model*

##### Committees

- Executive committee
- Standing committees

#### **Conclusion**

Next steps?

**President Anderson:** Given the PowerPoint, the way that it is being presented it appears in essence to be fairly complete and we are just trying to work out the details. Maybe that is somewhat of an extreme statement but it is pretty close. As it was mentioned two of the trustees who are leaving this academic year both want this to be their legacy.

**Senator Heberle:** Two points: What is the problem that they are trying to fix? And if this is a...to complete from their perspective we do not have to participate.

**Senator Dowd:** Part of the stated objective was to improve communication between the faculty and the Board of Trustees. I would like to put down in the Senate Minutes that the Faculty Senate Executive Committee has been trying to set up a meeting with Carroll Ashley, Chair of the Board of Trustees since May 2011. I know that he wasn't officially the chair until July but we have been trying to set meetings with him and it has never happened. Matt, do you remember anything else from that meeting?

**Matthew Rubin:** Yeah, a big part of it is also student centered as well. If you look at Faculty Senate we have not had a student representative since I've been at UT and this is the first time that we really communicated. I mean those kinds of problems do exist on every level. So, I see an issue that there are not many opportunities where the different groups can get together at one time to speak. As a student if an issue comes up and you have all the players around the table and there's a group of students (at OSU they have approximately forty) can sit on this University Senate. I mean, to be able to get that kind of snapshot on how students feel.

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**Matthew Rubin:** Majority of the students at UT are undergraduates and from that perspective I do not see that it is working.

**Senator Rouillard:** It may not be working but those positions do exist. We certainly have student representation on LLSS council. It also depends on whether or not the students want to participate. The opportunity has been there, now we can certainly work harder at facilitating that.

**Matthew Rubin:** There's a difference between giving a report and being able to engage in dialogue.

**Senator Dowd:** As you know as Chair of the Committees on Committees this year I extended an invitation to Student Government, and you in particular, to participate in the activities of the Committees on Committees. And Student Government did participate in appointing the 60 or 70 faculty appointments to the various Faculty Senate standing committees. Further, with the exception of our Elections Committee, the Faculty Senate Committee on Committees let Student Government appoint a student representative to every Faculty Senate standing committee. Plus any student, not just those in Student Government, can come and speak at Faculty Senate meetings. So such representation and communication certainly exists. However, all of that aside, I believe our discussion should return to the issue Matt raised because he raised a most reasonable point.

**President Anderson:** Communication from staff representation and even from for that matter the alumni. I guess those are the four major groups: faculty, students, staff, and alumni that are represented in these alternate models. I think that there may be a place for that kind of cohesiveness of constituencies and places for people to report. But I would say that the description here appears as being advisory. There is very little delegation of authority back to this proposed Senate. Creating an advisory board as many of our colleges have done would serve that purpose. Whether one needs to change the governance structure is another matter entirely and I would advise us to go out and find some very high quality and very prestigious exemplary universities that have a distinct faculty senate that participates in governance with the Faculty Senate model. The fact that they found seven representatives of universities governance structures and then chose three of our closest relatives seem a little disingenuous. But, we also need to hear the other voices like the students and staff members.

**Senator Sheldon:** President Anderson, this seems to me like a little reactive rather than proactive. Why are we doing it?

**President Anderson:** Do you mean my statement here?

**Senator Sheldon:** This whole presentation. Also, to compare us to the University of Pittsburg doesn't really fit with me.

**Matthew Rubin:** It was mentioned at the sub-committee presentation that the University of Toledo typically benchmarks against those nine universities in things across the board, but not just those specifically but typically we are compared with those nine universities in everything.

**Senator Hottell:** Those nine universities are either flagship universities of the state or Ivy or what they call Public Ivy. For example Miami of Ohio is called public Ivy and the University of Kentucky is the Flagship University of Kentucky and the same thing for OSU and Maryland. They were at one point of

time when we had a committee looking at the former Arts and Sciences and they called these the aspirational benchmarks.

**Matthew Rubin:** The committee did not say that these are the most similar to us in general and for whatever reason we benchmark with them. Their intention was not to say that we want to be just like these schools.

**President Anderson:** They did mention in conversation that there are three peer groups that they are generally worked with. One is the Delaware study where the information is available. Another is an aspirational peer groups. The final peer group consisted of our sister universities in Ohio.

**Senator Heberle:** Is it possible for us to perhaps because of one's concern to just be purely reactive and take the concerns up that Senator Dowd elaborated on and offer a counter proposal that would not take apart our Faculty Senate?

**President Anderson:** I think that is very appropriate.

**Senator Dowd:** Perhaps we can extend an invitation to Carroll Ashley, BOT Chair, to discuss this issue.

**Matthew Rubin:** Nothing was proposed at the meeting it simply stated what the idea of the committee was. I sit on the committee and by no means did we say that this is what we are going to change to and we got till April to do it.

**Senator Heberle:** Past history says since 2006 says when something goes up there then it is usually means that it is going to happen so without much consultation with this body. Our past history says that we better get active now creating a counter narrative and a counter understanding how these problems might be addressed if we want keep our Faculty Senate as it is.

**Matthew Rubin:** You have representation.

**Senator Heberle:** I know that we have representation on that committee; I am proposing that we engage in a counter proposal other than what is out there.

**Matthew Rubin:** But there is no proposal.

**Senator Heberle:** A counter set of ideas.

**Matthew Rubin:** To think about?

**Senator Heberle:** Yes, to think about.

**President Anderson:** Alright, that was meant to be informative. Is there any other discussion that we want to make at this point? I think that we have some viable flu material in the back.

**Senator LeBlanc:** I want to go back to the previous topic where we talked about email address. I think that it is unprofessional for Faculty Senate to invite a conduit of anonymous complaints to the HLC.

**Senator Rouillard:** They won't be anonymous. People will have their email attached to it so if Senator Dowd knows that there is a bonafide name and address to the email, he will strip that information and his name will be attached to HLC's. I also offered to put my name on it as well.

**Senator LeBlanc:** I still think that it is an unprofessional thing for Senate to do.

**Senator Dowd:** Maybe you live in an environment where communication between faculty and staff and the administration is continuous, and effective. If that is so then that is great. However, if that is not the case for every area of the University, then this may provide a service.

**Senator LeBlanc:** If we have complaints we ought to handle them through the channels. We don't use an accreditation visit to do that.

**Senator Dowd:** Given the discussion that President Anderson was talking about, the Board wants to improve communication from the faculty and this is a method of providing communication. We are simply offering service. That is what Faculty Senate should be doing; after all, that is what this body does at our meetings --- in this case, our meetings provide an opportunity for the faculty and the administration to communicate on issues important to the university.

**Senator LeBlanc:** I disagree. I don't disagree that we represent the faculty but I disagree that this is a service that we ought to be offering.

**Senator Sheldon:** Don't we still have Captain Integrity for the anonymous?

**Senator Wedding:** This is not a hotline that we are talking about.

**Senator Dowd:** This is just an opportunity to provide faculty and staff with a service that may not otherwise have such an opportunity.

**Senator Wedding:** I am hoping that faculty will submit under their own name valid points that the accreditation folks would be interested in. There are many such points on this campus. Some of us can submit multiple concerns. I intend to put my name on anything that I submit. However, there may be some people and I see this through my work with AAUP who are concerned with their security and prefer to remain anonymous.

**Senator Heberle:** Maybe a compromise would be to ask Senators to make it clear to our constituencies if people would like to communicate something to the HLC but don't feel comfortable doing so then we will put our name on it and we spread it out so it is not just one person doing it.

**President Anderson:** Maybe a Senator from the college in question would be the best way to do that.

**Senator Heberle:** That way we can spread out a little more because I think the more names attached to these comments the better. We need a lot of diversity and we need a lot of voices from the campus to do this.

**Senator Sheldon:** Can we make that more than just a suggestion but a motion?

**Senator Dowd:** At this time let's just see how this thing works. Who knows --- we may not get any responses.

**Senator Sheldon:** Maybe you and Senator Rouillard can collect names of those Senators who are willing to put their names on the concerns to HLC that would be great.

**Senator Batten:** How would this be communicated to staff and other individuals at the University?

**Senator Dowd:** I am going to ask Quinetta to send an email blast-out to all faculty and staff members.

**President Anderson:** Alright, coats are being put on at least by one individual and it is coming up on six o' clock so do I have a motion of adjournment?

IV. Meeting adjourned at 6:01 p.m.

Respectfully submitted by:

Lucy Duhon  
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard

Faculty Senate Office Administrative Secretary.