Present:

Professors: Lawrence A. Baum, Daniel Collins, Marcia E. Farr, E. Kay Halasek (Chair), Michael Ibba, Daniel A. Mendelsohn, John M. Robinson, W. Randy Smith (Vice Chair), Brain L. Winer.

Student Members: Bradley Cromes (Inter-Professional Council); Robert Calhoun (Council of Graduate Students).

Guests: Professor Robert Kaufman, Associate Dean, College of Social and Behavioral Sciences, and Professor Robert Fox, Chair, Department of Speech and Hearing Science; Jed Dickhaut, Associate Registrar, Office of the University Registrar; David Roy, Senior Assistant Director, Enrollment Services; Dr. John Wanzer, Assistant Provost, Office of Enrollment Services; Professor Edward H. Adelson, Associate Executive Dean, and Dr. Kathleen Hallihan, Director of Curriculum and Assessment Office, Colleges of the Arts and Sciences.

APPROVAL OF THE MINUTES OF THE MEETING OF FEBRUARY 20, 2008

- Mendelsohn moved approval of the minutes of the meeting of February 20, 2008 and it was seconded by Winer. The motion carried with one abstention.

COMMENTS FROM THE CHAIR – PROFESSOR E. KAY HALASEK

- The University-Wide Advisory Committee for General Education Curriculum has been established and will begin meeting soon.

- Smith and Halasek have been corresponding with Executive Dean, Jacqueline Royster, Colleges of the Arts and Sciences, about the proposal for an Institute for Women, Gender, and Public Policy. Dean Royster indicated that she has been receiving inquiries from funding agencies. A response has been drafted articulating that the reason for tabling the proposal is not related to content but issues with its administrative structure and funding.
• Halasek, along with Subcommittee C, met with the Department of Geography about its concerns about the proposal to establish a new undergraduate degree program in City and Regional Planning. A meeting will be convened with both parties to discuss issues and concerns. Smith indicated that every effort needed to be made to resolve the issues.

COMMENTS FROM THE VICE-CHAIR – PROFESSOR W. RANDY SMITH

• Smith and Halasek will be attending the Senate Steering Committee meeting on March 7, 2008 to give an update on several items, including Center/Institute Rules and Guidelines.

• Smith introduced Professor Alexis Collier, Department of Psychology. She will Chair the University-Wide General Education Curriculum (GEC) Advisory Committee. She is also a member of the Arts and Sciences (ASC) Committee on Curriculum and Instruction, and Associate Provost. Collier, Smith, and Professor Edward H. Adelson, Associate Executive Dean of ASC, recently have visited all four regional campuses and met with their curriculum committees to discuss learning outcomes and assessment.

• Professor Tom Rosol, Dean, College of Veterinary Medicine, in consultation with Professor Bobby Moser, Dean, College of Food, Agricultural, and Environmental Sciences, sent a request to use the term “center” for their proposed Center of Excellence in Food Animal Health Production and Well Being. Having the use of “center” will help them increase interdisciplinary work among several colleges and increase opportunities for external funding. If they want to establish an academic center after receiving funds, they have to submit a formal proposal to Council for approval, following the center guidelines.

A Council member asked if there is a time limit by which they have to submit the proposal. We have not set a time frame, but we could. Robinson added that if we want to set a time limit, we need to be sensitive to the fact that that typically it takes more than two years to get funding.

Council members asked to see the full request, and Smith agreed to send a copy. This item will be brought back to Council for further discussion on April 2, 2008.

• Smith received a proposal from the Office of Faculty and TA Development to change its title to the Center for Advancement of Teaching and Learning. There does not appear to have been consultation with other units about the use of this name. This proposal will be brought back to the Council soon, after receiving more information from other units using the term Teaching and Learning.
PROPOSAL TO ESTABLISH CLINICAL/PRACTITIONER TRACK FACULTY, COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES - PROFESSOR E. KAY HALASEK, FOR SUBCOMMITTEE C –

In Dobos’ absence, Halasek summarized the changes made to the revised proposal to establish Regular Clinical Track Faculty in the College of Social and Behavioral Sciences – first in the departments of Psychology and Speech and Hearing Science. In the revised proposal, the paragraph concerning unspecified courses that clinical faculty might teach under certain circumstances has been deleted. They have also added several courses to the list that clinical faculty might be assigned, provided syllabi for each, and added the rationale why these courses would be appropriate for clinical faculty to teach. Psychology 852, The Teaching of Psychology, was added to the list for Psychology, and seven other courses were added to the list for Speech and Hearing Science. Winer said that the revised proposal is focused on where clinical faculty could be used and his concerns have been addressed satisfactorily.

Calhoun wanted to know if there is a periodic check on how the colleges are utilizing clinical faculty. Smith noted that three colleges (Business, Engineering, and Law) with clinical track faculty, are scheduled to give their first update on May 21, 2008. Winer added that according to rule the colleges are supposed to report the courses that are taught by the clinical faculty. Colleges with clinical track faculty should be required to submit an annual report to the Council. Smith said that the track is so new, to date, there really has not been anything to report.

DISCUSSION WITH PROFESSORS ROBERT L. KAUFMAN, ASSOCIATE DEAN, COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES, AND ROBERT FOX, CHAIR, DEPARTMENT OF SPEECH AND HEARING SCIENCES

Kaufman noted that they added Psychology 852, Teaching of Psychology, which will be a good fit for clinical faculty to teach. Professor Fox added that Speech and Hearing has three programs: the Ph.D. and two professional programs: Masters in Speech Language Pathology and the Professional Doctorate in Audiology (AuD). Among peer units, a large number of courses that have hands on experience are taught by clinical faculty. Although regular tenure track faculty can teach these course, clinical faculty have more expertise.

Fox gave details of the seven additional courses that will be taught by the clinical faculty.

Mendelsohn asked if there are clinical faculty members identified to teach these courses.

There are five clinical supervisors. In the early 1970s, clinical supervisors used to be faculty members and were changed to clinical demonstrators- the name does not reflect what they did. The criteria for the clinical faculty have not been determined yet, but they
expect that the clinical faculty members will be those who are mainly practicum oriented, do assessment, therapy, and may have a Ph.D. or AuD degree.

Farr wanted to know if only a certain percent of total faculty can be clinical faculty at college or university level. According to the university rule, only 20% of the faculty members at the college level as well as unit level can be clinical faculty.

Fox added that there is no plan to convert all clinical supervisors to clinical faculty and there will not be a decrease in the academic faculty.

Does Psychology 852 prepare students to teach at all university levels or at the undergraduate level only? It will prepare students to teach at all university levels.

Why use clinical faculty to teach this course? Clinical faculty who focus only on teaching will be ideal to teach this course. It addresses both theory (Pedagogy) and practice (hands on experience) to help prepare Graduate Teaching Associates (GTAs) for successful entry into the college classroom, and helps more experienced leaders review and enhance their teaching practices. Clinical faculty teaching this course will have a doctorate degree and extensive experience in teaching. Currently it is taught by lecturers with a Ph.D. who have excelled in teaching.

Smith asked if other departments in the college are interested in establishing clinical track faculty. No other department has shown any interest.

Smith added that this proposal will be need to be reviewed by the Faculty Council, and acted upon by the University Senate and then the Board of Trustees.

COUNCIL DISCUSSION

Halasek noted that pedagogy is theory driven and not practice driven. Halasek also had concerns with the precedent of turning teaching into clinical practice. Winer had concerns about teaching falling under clinical practice.

Collins moved to separate the two department proposals. It was seconded by Robinson. The motion passed with one abstention.

Calhoun moved approval of the proposal from Speech and Hearing Science to establish Regular Clinical Track Faculty. It was seconded by Collins. The motion passed with one abstention.

Baum shared the concerns raised by Winer and Halasek about Psychology 852 being taught by clinical faculty. However, he felt that current faculty should decide what they want their clinical faculty to do. He raised the question “what does clinical actually mean?”
Winer suggested removing Psychology 852 from the proposal and then approve it.

Collins moved to approve the proposal from Psychology to establish a Clinical Track Faculty with removal of Psychology 852 from the list of courses that regular clinical track faculty would teach. The motion was seconded by Farr and passed with one abstention.

Collins moved to request that the Arts and Sciences Senate discuss, create, and forward to Council a statement of the principles that will inform the establishment of clinical faculty in the Colleges. The motion was seconded by Farr and passed unanimously. Smith expressed concern about this action. That Senate does not address personnel/staffing matters and more importantly the University Senate has already established the rule and guidelines that colleges are to follow – neither of which includes involvement by another governance body.

PROFESSORS E. KAY HALASEK AND W. RANDY SMITH, SUBCOMMITTEE D

- **Proposal for a Video Art Minor**

Halasek gave an overview of the proposal. The proposed Video Arts Minor is a collaborative and cooperative undertaking. The proposed minor will require 25 credit hours constructed around an array of courses from the Departments of Art, Dance, History of Art, Theatre and Arts College courses. The minor requires taking courses in at least two of the disciplines in order to strengthen the student’s ability to collaborate, cross boundaries, and potentially find new synthesis. This minor requires a foundation course to be chosen from the list of 8 courses; for core courses, 5-10 credit hours are taken under Basic Tools and Concepts and Issues and Techniques. Students must enroll in classes in at least two of the co-sponsoring departments: Art, Dance, Arts College/Design, History of Art and Theatre and no courses can be taken more than once. Courses taken in the minor cannot be counted in the major and internships and/or independent studies courses taken as electives can only count for maximum of 5 credit hours in the minor.

Is the foundational course taken first? Is it prerequisite to other courses? Why is it not an interdisciplinary minor since it has courses from Art, Dance, Arts College/Design, History of Art, and Theatre?

Halasek agreed to invite Professors Amy Youngs, Department of Art and Valarie Mockabee, Associate Dean, College of the Arts to answer questions at the next Council meeting.

Mendelsohn moved to table the proposal. It was seconded by Collins. The motion passed unanimously.
**Proposals to Establish Communication Technology Minor, Organizational Communication Minor, and Media and Society Minor**

Halasek gave an overview of all three minors. They all require a total of 20 credit hours. They are intended for majors from other fields who are interested in an area of communication. Students interested in these minors have to declare a minor to be able to enroll in minor courses. There are a number of courses listed on page 17 that require prerequisites. Currently, the School offers a general minor, requiring 25 hours, provides an overview of the field with an enrollment of approximately 70 minors. With the introduction of new minors, enrollments in the general minor might decrease as students select the specialized minors. At the same time there will be an increase in minors who are attracted to the specialized minors. They expect the enrollments to grow from approximately 70 to 110.

Advising of minors will be handled by the three full-time professional advisors in the School of Communication who are already offering academic and career counseling to non-majors interested in their courses. The proposed minors are clearly defined and each is tied to career opportunities that are easy to explain.

In the Media and Society Minor, although the foundation course Communication 642 is required, it does not have to be taken first, but is strongly recommended. A concern was raised about the appropriateness of that course as being foundational.

Subcommittee D moved to separate the three proposals for voting purposes. It was seconded by Robinson. The motion passed unanimously.

Subcommittee D moved approval of the Communication Technology Minor. It was seconded by Robinson and the motion passed unanimously.

Subcommittee D moved approval of the Organizational Communication. It was seconded by Cromes and passed unanimously.

It was agreed to invite Professor Prabu David, Undergraduate Studies Chair, to answer questions about Communication 642 in the Media and Society Minor.

**Continued Discussion on Centers/Institute Guidelines**

Halasek reviewed the changes made to the Centers Rule and asked for input from the Council members. She added that the goal is to get a good draft of the Centers Rule to the Steering Committee on March 7, 2008 when she and Smith meet with it. This draft will then be reviewed by the Rules Committee.

- on page 5, we need a time limit on “c” centers
- bring Council concerns on the time limit to the Steering Committee
- “c” centers should submit reports to Council on an annual basis
- when funding is secured by “c” center, proposal should be initiated within a year for academic center status.

The meeting was adjourned at 4:50pm

Respectfully submitted,

W. Randy Smith
Lakshmi Dutta