

THE UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of April 25, 2017
FACULTY SENATE

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

Approved @ FS meeting on 08/29/2017

Summary of Discussion

Academic Programs Committee-Chair Fred Williams
Academic Regulations Committee Report-Chair Celia Regimbal
Institutional Student Learning Outcomes-President Mary Humphrys

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 Mary Humphrys called the meeting to order; Lucy Duhon, Executive Secretary, called the roll.

I. Roll Call: 2016-2017 Senators:

Present: Present: Ali (substitute for J. Duggan), Atwood, Barnes, Bjorkman, Bouillon, Brakel, Brickman, Burnett, Cappelletty, Compora, Crist, Dowd, Duhon, Edwards, Emonds, Gilchrist, Gray, Gruden, Hammersley, Harmych, Houghton, Humphrys, Jaume, Jorgensen, Keith, Kippenhan, Kovach, Krantz, Lanham, Lecka-Czernik, Modyanov, Mohamed, Monsos, Niamat, Nigem, Oberlander, Randolph, Relue, Rouillard, Said, Sheldon, A Thompson, Thompson-Casado, Tian, Van Hoy, Weck-Schwarz, White, Williams, Wittmer

Excused absences: Devabhaktuni, Lundquist, Malhotra, McLoughlin

Unexcused absences: Hall, Hoy, Giovannucci, Prior, Schaefer, Srinivasan, G. Thompson, Willey

II. Approval of Minutes: Minutes of the March 28, 2017, meeting of the Faculty Senate.

President Humphrys: I'm going to ask for our Faculty Senate Executive Secretary, Lucy Duhon to call the roll. Thank you, Senator Duhon. Next, we have some Minutes to approve. These Minutes are from the Faculty Senate meeting of March 28, 2017. May I have a motion to approve those Minutes? Any discussion or corrections? Hearing none. All in favor of approving the Minutes of March 28, 2017, please say "aye." Any opposed? Any abstentions?

Motion Passed. Thank you.

I want to mention that Provost Hsu will be here. Right now he's at an event over at Libbey hall, but he will be here very shortly to join us. Well, welcome to the last Faculty Senate meeting of academic year 2016-17 and also welcome to the new senators who are here with us.

Past-President Keith: Excuse me, President Humphrys, Point of Order.

President Humphrys: Okay.

Past-President Keith: Well, this is the time of the meeting where we recognize our outgoing president. I was hoping that the other members of the Executive Committee could come up with me so we can do it as a group because she has been an outstanding president.

President Humphrys: Thank you.

Past-President Keith: Plus, we have some parting gifts. So part of the custom, we have to come up with some examples of things that the new Past-President can do in her soon-found leisure time. I can tell you as Past-President that during the last semester, you have absolutely almost "NO" leisure time, so, as a group we are going to tell you what we came up with so we can help President Humphrys' relax, starting tomorrow. But before we get there, we have a plaque to give to her. The plaque reads: "With thanks and appreciation, to Mary Humphrys for her service and leadership as the President of University of Toledo Faculty Senate 2016-2017." Please help me thank her.

[Applause]

President Humphrys: Thank you very much, I really appreciate it. I'd have to say that it was really a fulfilling year and I would highly recommend being president; and in a few moments, you all will have the opportunity to "become" the President-Elect for Faculty Senate. One of the things that I will take away from this is knowing- if anybody mentions anything about faculty and what goes on at UT-I'll say that I had first-hand experience with the fact that we have not only professionally quality people, but we have people of personal quality. It's been my honor to represent Faculty Senate this past year, thank you so much!

[Standing Ovation]

Past-President Keith: Quickly, because I know we have a very full agenda- there are a couple of things that we know about President Humphrys. One is that she plays music and the other is that she's a third-generation Green Bay Packers fan. One of the things that she does is that she owns the fantasy football team and so, what we've given her is some Green Bay Packers slippers so she can put her feet up and relax. Now, I don't know if you can play music with your feet up, but if you can, I hope you do that too. Plus, we have a couple of books about helping her put together her fantasy football team for this year because I don't know if she had [time] last year, as busy as she was.

President Humphrys: No.

Past-President Keith: Well, then I also thought, you know, maybe baseball too. So, if she can't wait till football season starts, which I don't think it started yet, she can put together a fantasy baseball team [now].

President Humphrys: Absolutely.

Past-President Keith: This is from all of us. You can do it at your leisure.

President Humphrys: I'm sure I will. Thank you so much.

President-Elect Thompson: I have another gift of a sporting theme.

President Humphrys: Oh, wow!

President-Elect Thompson: I'm going to let you open this.

President Humphrys: Okay. It's wrapped in Green Bay Packer wrapping paper. Green Bay Packers are the only team in the NFL that is owned by shareholders and I'm also a shareholder. This is really cool. Thank you so much.

[Applause]

President Humphrys cont'd: Executive Committee Report: For the Executive Committee report, I have a few updates and announcements.

Your Executive Committee continues to work to shore-up some of the remaining projects from this academic year. The Committee met last week with Provost Hsu and among other topics talked about the upcoming budget challenges. Provost Hsu will be addressing that issue during his report today.

As I mentioned previously, Provost Hsu asked the Faculty Senate Executive Committee to create a small committee whose responsibility would be to write tenure and promotion guidelines that would serve as University-wide baseline expectations. The committee consists of: from the AAUP, Linda Rouillard; from UCAP, Mark Templin; a Faculty Senate Main Campus representative, Patty Relue; Presidential Faculty Fellow, Melissa Gregory; and we are awaiting confirmation from a Faculty Senate Health Science Campus representative. The committee will complete its work this summer. Thank you to these faculty for participating in this important endeavor.

The deans' evaluations have begun for the colleges of Business and Innovation, Pharmacy, Law, Natural Sciences and Math, Health and Human Services, and Medicine. The deadline for submitting an evaluation is April 30. The College of Education has informed the Executive Committee that the periodic evaluation of their dean is delineated

in the college's by-laws as being conducted by the Faculty Senate. Thus, the Senate will be overseeing that evaluation starting later this week. Education faculty will receive information on this soon. The results of all of these evaluations will be distributed to faculty by mid-May.

As a result of the presentation to Senate by the LBGTQA+ Advisory Group, the Office of Diversity and Inclusion has designated a UT staff member who will be allotting a percentage of his time to the concerns outlined by the group. Although this is not the optimum full-time position for which the Advisory Group had petitioned, it can be considered a first-step in addressing the group's concerns.

On a personal note, I would like to thank all of you for the support you have given me during my year as president. You took your responsibility as faculty representatives very seriously. Driving home after the meetings—that sometimes included very spirited conversations—my thoughts always focused on how fortunate the University is to have faculty who care enough about the institution to partake in those spirited discussions. What we do in the Senate is all volunteer—we're doing it over and above the job for which we are paid—and I think that is a vital consideration in appreciating your willingness to serve. I was proud to represent this Senate.

I would like to acknowledge the faculty who volunteered to serve on—and chair—the Senate's standing committees. When these faculty volunteered, there was no way of predicting how much time it would require—but they were still willing to take on the commitment. Thank you to the members of the Committee on Committees, that was chaired by President-elect Amy Thompson; the Faculty Affairs Committee chaired by Senator Cyndee Gruden; the Student Affairs Committee chaired by Senator Patty Relue; the Constitution and Rules Committee chaired by Dr. Mark Templin; the Core Curriculum Committee chaired by Senator Holly Monsos who shepherded through the heretofore elusive approval of a General Education policy—it's a big deal and it took a lot of work and persistence; the Undergraduate Curriculum chaired by Senator Diane Cappelletty who over and above the normal requirements of this committee completed the course amnesty program—I appreciate Diane's steadfast commitment to her duties; the Academic Relations Committee chaired by Dr. Celia Regimbal—this committee held several 3-hour meetings to discuss the ever-growing number of policies to be considered and Celia did a great job of organizing all of this information; the Academic Programs Committee chaired by Senator Fred Williams who has been instrumental in brokering compromises in several of the proposals that have come forward this year; and the Elections Committee co-chaired by Senator Sibylle Weck-Schwarz and Senator Dan Compota who have done such a commendable job making the very difficult process of electronic voting a success—I can attest that the two of them have put countless hours into this—including essentially giving-up their Spring Break to work on the election.

I would like to thank President Gaber for continuing to be responsive to the concerns of the Executive Committee. She really cares about this University and values the faculty. Her transparency and decision-making skills I believe will guide UT through any challenges we face.

I feel very fortunate to have been the Faculty Senate president during Provost Hsu's first year. It gave me the opportunity to work closely with him, and I can say that I have complete confidence in his ability to put the academic side of UT back on track. He listens—an invaluable trait for a provost. And there have been several times this year that—after hearing what the Senate has to say—he has modified the actions he has ultimately taken. Thank you Provost Hsu.

I would like the members of this year's Executive Committee to join me at the front of the room.

Thank you to Quinetta Hubbard for another year as the Faculty Senate secretary. Quinetta has the “interesting” job of being the one constant—from year-to-year, Executive Committee to Executive Committee—and we appreciate her willingness to deal with our varying requests and personalities.

I want to say “thank you” individually to each member of the Executive Committee. This year we had a lot of meetings; there were weeks that we met virtually every day. I really appreciate it and I wanted to mention each Executive Committee member: Past-President Kristen Keith- I'm sure I've asked more of her than probably the previous presidents have asked of the past-president. She spent a lot of time working on many important issues and providing unwavering guidance for me. The breadth of the knowledge that she has is extremely impressive. If you ask her to help with something, it gets done. President-Elect Amy Thompson- she's going to bring a new sense of energy. She's a very good communicator, and I have absolute confidence that she's going to take the Senate forward to continue on the path that we're on and to increase our visibility. The Ohio Faculty Council rep, Linda Rouillard-

she knows more about the legislature than [I think] any legislator does<laughter>. We are so fortunate to have her; she represents the faculty and she is always concerned about the faculty. Her goal is to make sure that we exist in as best of an environment as we possibly can. Also, Vijay Devabhaktuni who couldn't be here today, but he really cares about the university. He shared his ideas and is passionate about his ideas and his insight. One of the Health Science reps is Fred Williams- as I mentioned, he took on the double-duty of being Chair of the Academic Program Committee and is always willing to help, you can count on Fred. The other Health Science rep is Temeaka Gray. She brought such enthusiasm and energy and also helped us to understand how out campuses may be different, but how we can start to join together to do a better job understanding each other. Now, there are two members up here today that won't be returning; they will take a little break from the Faculty Senate next year. I'd like to especially acknowledge them: Executive Secretary, Lucy Duhon who has been the Executive Secretary for Senate for six straight years.

[Applause]

President Humphrys cont'd: All of the work involved in being the secretary is just amazing and to stick with it and do just an amazing job and to put the time into it is much appreciated. We counted on her for writing resolutions and kept the business-end of Senate rolling along. So, Lucy, on behalf of the Faculty Senate, not just this one, but the other five you served with, we would like to present you with a plaque that says "*Appreciation for six years of outstanding service, the Executive Secretary for the Faculty Senate.*"

[Applause]

President Humphrys cont'd: The other person that won't be returning to Senate and will be taking a little break is Mike Dowd. Some of you may not know, but he is a two-time president of the Faculty Senate. I consider him a faculty warrior; he was willing to put his own professional position on the line if it meant that he was doing things for the good of the whole -- the entire faculty. He's been steadfast with his support of faculty. He always came at it from the point of view that with faculty rights comes responsibility, and that's one thing for us all to remember, that we need to be respectful of the rights we are given. The commitment to preserving those rights is the soul of Mike's work in the Senate. I worked with Mike for several years and I've known him to bring forth perspectives that would have probably otherwise gone unnoted; that's just one of the many important traits that he has. He's been a valuable asset to us, so we have a plaque for him too, which we will make sure he receives. It says "*Senator Mike Dowd, recognition of an outstanding commitment to shared governance and dedicated service to the Faculty Senate.*" So thank you all, I truly appreciate it.

[Applause]

President Humphrys cont'd: In closing, I would like to say, we do have a person who will be retiring and who is also a two-time past-president of the Faculty Senate, Dr. Andy Jorgensen. Are you retiring, Senator Jorgensen and is it official?

Senator Jorgensen: Yes.

President Humphrys: Thank you, Senator Jorgensen. He has been a contributor to Senate for years and we appreciate his work.

[Applause]

President Humphrys cont'd: Now, we will move on to the update from Provost Andrew Hsu.

Provost Hsu: In my remarks today, I would like to give a brief overview of what the Office of the Provost has been working on over the last year. I have been reporting on many of our initiatives at meetings of the Faculty Senate throughout the year; however, since this is the last meeting of the academic year, I would like to provide you with an overview of our work. In addition, I would like to provide the Faculty Senate with an update on where we are with the budget process as we plan for the 2017-2018 academic year. I am currently working with the deans to set goals for next year's budget, and I have provided updates to the Faculty Senate Executive Committee, however I would

like to provide an update to the Faculty Senate at this time. I will provide more detailed information to the Faculty Senate Executive Committee when we meet.

Over the last academic year, the Office of the Provost led a strategic planning process that included the participation of faculty, staff, students, alumni and actively engaged over 1,000 people across the university. The input and feedback we received has informed a draft of the strategic plan that is now available for comments and additional feedback. Once we have received feedback from campus constituents, we will prepare the final draft of the strategic plan and present it to the Board of Trustees at their June meeting.

In the area of student success, the new Multicultural Emerging Scholar Summer Bridge Program has been very successful. Building on this program, we are developing a new Summer Scholars Bridge program, which Dr. Barbara Schneider is leading. In fact, Dr. Schneider has been involved in the development of both of these summer bridge programs, and I want to express my appreciation for her efforts. Another new initiative that Dr. Donald White is leading involves the development of co-requisites for math in order to improve student retention. In addition, we are developing a formal First Year Experience program and a Second Year Experience program in order to increase student retention. Student retention is one of our highest priorities over the next two years.

In addition to student success, both President Gaber and I share a strong commitment to faculty success and supporting our faculty in their teaching, research and service activities. Over the last year, the Office of the Provost in collaboration with the Office of the President has developed three faculty leadership programs. The first program is the Presidential Faculty Fellowship. We also developed a new Leadership Institute and approximately 23 faculty members are participating in the inaugural Institute this year. We are currently reviewing faculty applications for the fall 2017 program and we will be selecting 15 faculty members to participate in the Institute. In addition, this year we formed a partnership with the MAC Academic Leadership Development Program (ALDP). We will select three faculty members who are already serving in various leadership positions such as department chairs, associate deans, and others.

Finally, we focused on trying to improve administrative efficiency in the Office of the Provost, in addition to reducing the number of staff in the Office. We will continue to work on reducing the number of staff in the Provost's Office over the next few months. In addition to personnel changes, we are also implementing a number of software solutions to help us improve our efficiencies in terms of faculty support, as well as student support.

This is an overview of some of the initiatives that we have been working on in the Office of the Provost this past year. I would also like to express my appreciation to the Faculty Senate Executive Committee and those of you who were involved in the 15-week conversion that was successfully implemented and is working well.

Next, I would like to make some remarks on our strategic planning process. You are probably all aware that the university is facing financial challenges as the state is not allowing for a tuition increase, nor an increase in state share of instruction (SSI). Our initial budget discussions focused on a projected increase in enrollment with the possibility of a 2 percent tuition increase; however the state did not approve a tuition increase, therefore we are looking at a \$10 million deficit for the university – with our expenditures exceeding our revenue.

For many of you, this is not a new situation, you have experienced similar budget situations in previous years. Our long-term goal is to address this issue so that we are not faced with major budget reductions year-after-year. At this time, however, we are addressing the first round of budget cut for the Division of Academic Affairs. In the first round of the budget planning process, we have been given a reduction target of \$5.4 million. I am working with the deans to set goals for the colleges for their budget reductions. We do not want to impose across-the-board budget cuts. We don't want to affect negatively our teaching mission in this process. As we move through this process, we have identified three principles: (1) We want to reward efficiency; (2) we want to reward contribution; and (3) we want to encourage improvement. So, for example, if your college expenditure cost per credit hour is lower than the national average, then you will receive more support because you are already being very efficient. But if your cost is higher than the national average that probably means that there are places where you can improve your efficiency. With regard to the contribution margin (and thanks to the work of Dr. Kristen Keith, we now have a contribution margin for the colleges), if the contribution margin is very high, then the college is contributing very effectively and should be rewarded. But if the contribution margin is low or even negative, that means that we're not balancing the budget and that the expenditure is high for the number of students enrolled. If you have a very

high contribution margin, but have a very small enrollment total or very low total revenue, then that is something that is not rewarded as we need to reward those who have very high enrollment or have improved their enrollment over the last ten years. The total revenue is a measure of the total enrollment and total teaching load. The last piece is improvement. We want everyone to be improving in both their contribution margin as well as their total enrollment. If you are moving in a positive direction then you will be rewarded and if you are moving in a negative direction, you will receive a slightly larger reduction in order to improve the contribution margin and total enrollment.

We will be following these principles as we look at areas where we might reduce the budget. There are many worthy programs however the deans will need to work with their colleges to identify places where there are real possible savings. I want the deans to make the decisions at the college level. I don't want to micromanage how the deans work out their college budgets. Finally, we don't want to implement one-time cuts that will result in repeating cuts year-after-year.

This was the first round of discussions with the deans, and they have been given their individual college's targets. I emphasized to the deans that we are all in this together, we collectively own this challenge and we have to work together to collectively resolve it. Our deans have been very cooperative and I have encouraged the deans to discuss these issues with their department chairs. I know that several of the deans have already identified solutions through discussions with their chairs. We are going to have another round of discussions to address the deficit, and the decision has been made to implement a voluntary separation incentive program (VSIP) for faculty and staff who may want to retire. Our goal is to return some of the savings captured from the VSIP program to ensure that the colleges have adequate resources for teaching and course offerings.

We have developed a timeline and we have already reviewed the targets with the deans. The deans as a group have indicated that the process and targets is fair as it is based on data for their respective colleges. I made it clear to the deans that our first priority is to protect teaching and that secondly we want to protect our research mission. We also want to protect the support services that we provide to our students. We asked the deans to develop a priority list for their colleges.

With regard to the timeline, right now I am meeting with the deans on an individual basis and I hope that by the end of this week I will have a budget plan to present to President Gaber and the CFO. In closing, let me say that I have encouraged the deans to stay positive. I firmly believe that we're at a turning point and that this will be the last year that we will have to make these kinds of budget cuts. We are steadily improving and we need to stay positive and optimistic about our future.

President Humphrys: Would it be okay if I send this out to the senators?

Provost Hsu: I would prefer not at this time.

President Humphrys: Okay, that's fine.

Provost Hsu: But I will be happy to address any questions.

Senator Rouillard: Provost Hsu, I understand that the substitute HB49 has provisions in it for community colleges to raise their tuition, but it is a very [very] small increase, but at least in this substitute bill, there is that possibility. Do you know if IUC is lobbying to get us the same provision given that SSI will probably stay flat?

Provost Hsu: The IUC is definitely lobbying and advocating for tuition flexibility. Right now, it doesn't look like the state legislature is going to give us tuition flexibility; however they are considering a guaranteed tuition model which would allow universities to raise tuition for entering cohorts of freshmen students with a four-year guarantee of flat tuition for the cohort.

Senator Rouillard: So that could net us a little bit of extra revenue?

Provost Hsu: It could, but we will need to submit a proposal and the earliest we would be able to do that is for the fall of 2018.

Senator Rouillard: Thank you.

President Humphrys: Are there any more comments or questions for the Provost?

Senator Gilchrist: Provost Hsu, you said a two-step budget process, is the second step for the incentive program?

Provost Hsu: Yes, the second step is for the voluntary separation incentive program (VSIP) and our goal is that the implementation of this initiative will help us to balance the budget.

President Humphrys: Are there any other questions? All right, well, thank you, Provost Hsu.

Provost Hsu: I want to thank everyone on the Senate for working with me and allowing me this platform to communicate with you. Thank you very much.

President Humphrys: Thank you, Provost Hsu.

[Applause]

President Humphrys: We have a couple of people who are going to bring up issues that are on the agenda. These people have events that they have to attend and I know their motions won't necessarily take very long, so if we may, let's move down to the Motion under *Other Business* about the department name change in the College of Medicine. I sent these motions to you and I will put it up here also – the new college departments in Medicine. Let me just show you: First, is the resolution to change the name of the Department of Biochemistry and Cancer Biology to the Department of Cancer Biology. This motion is coming forth from the Faculty Senate Executive Committee; we've spoken with the members of the affected department. There isn't any objection as far as the faculty in the department to the name change. If you do have any questions, we do have some representatives from the College of Medicine here. Are there any questions? Can we go ahead and vote on this? So we're voting on the changing of the name for the Department of Biochemistry and Cancer Biology to the Department of Cancer Biology. All in favor, say "aye." Any opposed? Any abstentions? **Resolution Passed.** Thank you. Let the record show, the Department of Biochemistry and Cancer Biology is [now] named the Department of Cancer Biology.

**University of Toledo
Faculty Senate Resolution**

Whereas, Article 7, Section 7.2 of the Collective Bargaining Agreement states that the Administration will seek input from the Faculty Senate on the reorganization of colleges and departments;

Whereas, it has become common practice for the Faculty Senate to review modifications of colleges and departments across the university irrespective of bargaining unit affiliation;

Whereas, in order to more effectively describe the teaching and research of the department faculty and to bring it in line with similar programs in other institutions;

Whereas, the Executive Committee of Faculty Senate, at the request of the Vice Dean of Undergraduate Medical Education, has reviewed the proposal to change the name of the Department of Biochemistry and Cancer Biology to the Department of Cancer Biology;

Whereas, there is support among the affected faculty for the name change;

Therefore, be it resolved, the Faculty Senate of The University of Toledo on this 25th day of April 2017, endorses the name change of the Department of Biochemistry and Cancer Biology to the Department of Cancer Biology.

Senator Humphrys cont'd: The second resolution is to create a new Department of Medical Education. Again, we have people here who can speak to this. It's my understanding that faculty who are going into this department are actually faculty volunteering to go into this department. Last I knew, there were about six people who volunteered to become part of this department. So, this department will not be hiring an entire group of new faculty. We did have a

few questions from our senators from that campus after the last meeting, and it's my understanding that all concerns have been worked out. Does anybody have any questions?

Senator Edwards: I have a question.

President Humphrys: Yes.

Senator Edwards: Often in medical schools the undergraduate medical curriculum is what most of us would refer to as graduate curriculum. Is that the same here in talking about [basically] the medical education program?

Dr. Imran Ali: I didn't hear the question.

Senator Edwards: Normally, when we talk about undergraduate, baccalaureate level education, we're talking about graduate---

Dr. Imran Ali: Yes, this is one of the confusing terms in medical education- undergraduate medical curriculum is considered undergraduate in the residency department.

Senator Edwards: Thank you.

President Humphrys: Are there any other questions? This also does come from the Faculty Senate Executive Committee and so we don't need any motion or second. Are we ready to vote? All in favor of endorsing the creation of the Department of Medical Education, say "aye." Any opposed? Any abstentions? **Resolution Passed.** Thank you. Let the record show, the following resolution has passed.

**University of Toledo
Faculty Senate Resolution**

Whereas, Article 7, Section 7.2 of the Collective Bargaining Agreement states that the Administration will seek input from the Faculty Senate on the reorganization of colleges and departments;

Whereas, it has become common practice for the Faculty Senate to review the reorganization of colleges and departments across the university irrespective of bargaining unit affiliation;

Whereas, in order to centralize authority and streamline the reporting structure of existing faculty who currently oversee curriculum development, implementation, management and assessment of the undergraduate medical curriculum in the current Office of Medical Education; develop synergies between UME and GME programs; provide oversight to the Hildebrand Clinical Skills Center; facilitate the direct recruitment of faculty into the department; and more efficiently align fiscal responsibilities and resources with the mission and vision of the College of Medicine and Life Sciences educational programs;

Whereas, this proposal has already met with the approval of the affected faculty members, respective chairs, college council and the provost;

Whereas, the Executive Committee of Faculty Senate, at the request of the Vice Dean of Undergraduate Medical Education, has reviewed this proposal to develop a department with the administrative responsibilities and resources mentioned above;

Therefore, be it resolved, *the Faculty Senate of The University of Toledo on this 25th day of April 2017, endorses the process used to facilitate the establishment of and supports the creation of the Department of Medical Education.*

President Humphrys cont'd: Thank you. Well, we will get back to the agenda. The next report we are going to have is from the Academic Programs Committee, Chair Fred Williams.

Senator Williams: Thank you. We have six program modifications that I'd like to take you through. These program modifications have all been approved by the Program Committee, which I would love to thank all of the people who have served on Programs. We have had a number of conversations via email with different people, trying to get everybody to agree, at least not disagree on some things. The first three are actually new and then we will go back to the two that were brought up last time and then the one that was not brought up last time which was my "bad" and I'll explain that in a bit. [Program Modifications](#)

Changes to the Anthropology minor: this is just changing the requirement of the number of hours from 24 to 21 which I believe brings it into line with the minimum that they have as their minor. They are going to reduce the elective hours by three. The other big thing that they wanted to try and accomplish here is to take Human Society

through Film and replace it with World Prehistory. What their main thrust there is that they want to put more archeology into the Anthropology minor, which makes sense to me and the rest of the committee since that is one of the “hallmarks” of anthropology in the first place. There are no other changes there, but they also wanted to put in anthropology into the list to choose from for that minor and that was People of Sub Saharan Africa. Are there any comments or complaints on this one? As I’ve said, we, the committee, approved this, especially after we figured out the number of changes. I guess I should just call for a vote. All those in favor of the changes to the Anthropology minor, signify by saying “aye.” Any opposed? Any abstentions? **Motion Passed.**

BA in Environmental Studies wanted to put together another area of concentration. This is from the new Peace and Justice Studies Program that we just put together not too long ago. 21 hours for the concentration added to six other areas of concentration in this particular BA in Environmental Studies. It was approved by the committee as being a valid area of concentration. I’m going to call for a vote. All those in favor, please signify by saying “aye.” Any opposed? Any abstentions? **Motion Passed.** Thank you.

Okay, changes to the BA in Geology: This was brought up by Tim Fisher and his group. It turns out that all they were doing was, they found that their Applied Geology class and their Field Studies class had a number of these problems in “x” that they would then congeal into one big group of classes that they have as a three credit-hour class that basically does the same thing as the Applied Geology class. So what they were doing is, they were getting rid of things like Applied Geology in favor of the Field Studies class, which does the same thing. In other words, there is no reason to take both, might as well just take the one class. They are also putting in triple ES (EEES) 4480 which is GIS for one credit elective. All those in favor for these particular changes, please signify by saying “aye.” Any opposed? Any abstentions? **Motion Passed.** Thank you.

Now, this is the one should have been brought up the last time, but it wasn’t- this is a simple one actually. The reason why this wasn’t brought up the last time was because it was on paper and it was not in the system. This is actually putting paper together and getting the right things in front of the right people. This was something that slipped through the cracks and I guess it was my fault. This is really just to accommodate lowering the maximum number of credit hours from 124 to 120 in the IDVP Program, and a little bit there is the Adult and Experiential Learning. The idea is to increase retention rates and other things through reducing the number of credit hours. They do this by lowering the applicable hours from 94 to 90. Okay, are there any questions? [IDVP Program Modification](#)

Senator Rouillard: I support this change in the credit hours, but I would like to address something in the rationale that I think is somewhat misleading. The Ohio Department of Higher Education does not make a recommendation about reducing program degrees to 120, it defines a baccalaureate degree as a minimum of 120 and it should be 120-126. It states a *“baccalaureate goes from 120-126”* credit hours. I also don’t think that we want to set a precedent for complying with the Lumina Foundation, that’s very troubling. That has nothing to do with changing the credit hours, I approve that, but I’d just like to go on record regarding those issues.

Senator Williams: Okay.

Senator Krantz: To follow up on Senator Rouillard’s point, the key word there is “additional credit hours *“should”* reduce,” *“may”* would be more appropriate to the spirit of the room.

Past-President Keith: I just want to reiterate, we absolutely need to make that change if this is going into our Minutes because Faculty Senate did not endorse the idea that Programs *“need”* to reduce credit hours to 120.

President Humphrys: Should we delete it?

Past-President Keith: I think it is fine now, the changes you’ve made to it.

Senator Edwards: I would also like to reiterate Senator Rouillard’s objection to having the Lumina Foundation mentioned in the rationale.

President Humphrys: All right, it reads: *“The Ohio Department of Higher Education, along with the Lumina Foundation, the council for Adult and Experiential Learning, the UT Board of Trustees and Faculty Senate have all endorsed the idea that Baccalaureate degree programs without external accreditation mandating additional credit hours should reduce the required number of hours for a degree to 120 where possible. We believe that complying with this recommendation will help UC and UT to increase retention and graduation rates, improve the ability to graduate “on time” and lower total costs for our students.”*

Senator Williams: We'll make sure the problem with the Lumina Foundation is mentioned in the Minutes.

Senator Edwards: You are not going to take it out?

President Humphrys: Do you want to take it out?

Group of Senators: Yes.

Senator Rouillard: Thank you.

Senator Williams: All right, any other questions or comments? Okay, can we have a vote then of simply reducing, not the rationale per se, but reducing of the IDVP from 124 to 120? All in favor please signify by saying "aye." Any opposed? Any abstentions? ***Motion Passed.*** Thank you.

"The Ohio Department of Higher Education, the council for Adult and Experiential Learning, the UT Board of Trustees and Faculty Senate have all endorsed the idea that Baccalaureate degree programs without external accreditation mandating additional credit hours should reduce the required number of hours for a degree to 120 where possible. We believe that complying with this recommendation will help UC and UT to increase retention and graduation rates, improve the ability to graduate "on time" and lower total costs for our students."

Senator Williams cont'd: All right. Now, the "fun stuff." This one was brought up and it was pointed out the last time that it did not have a core class. They have changed this now to accommodate it, and I believe Senator Monsos has looked at this and was satisfied with the changes that were there. So, that being said, are there any other comments on this particular Health Information Administration plan of study? [Health Administration Plan of Study](#)

Senator Rouillard: Senator Williams, could you clarify, what is the core course that is missing?

Senator Williams: It is actually added on at the bottom, a "Natural Science core." It is not stipulated as to which course it is, but it is simply put in there as "*Natural Science core*" and they've gotten rid of an elective course.

Senator Rouillard: So we are voting on that, but we're not voting on accepting the plan of study, right?

Senator Williams: No, we are just voting on the fact that the plan of study is just to demonstrate the changes that were being made as it was gone over the last time. The only thing that was not acceptable, as I understood it the last time, was the fact that there was no science core course. Does this make everything all better?

Senator Rouillard: Yes. Thank you.

Senator Williams: Can we vote on that then? All those in favor of the changes to the Health Information Administration, please signify by saying "aye." Any opposed? Any abstentions? ***Motion Passed.*** Thank you very much.

Finally, we are going to get to Early Childhood: We went through Early Childhood a number of times through. Is Dr. Dinnebeil here?

Dr. Dinnebeil: Yes.

Senator Williams: Is Dr. Brakel here?

Dr. Brakel: Yes.

Senator Williams: Okay. So there were obviously different viewpoints on what was required or should be included in the Early Childhood situation. The Programs Committee had discussions as well as hearing both Dr. Dinnebeil and Dr. Brakel out. They both gave evidence on their side, but it came down to – and I'll just put it in the words of another senator on the committee – "it should be Education's choice as to what they put into their own programs." That being said, we did finally say "yes" to this as a Program Committee. The people in Early Childhood Education should be able to put the programming in their program that they want and they should be held responsible for those as well, and that can only happen after passage. Are there any comments on this whole thing at all?

Senator Monsos: I do not remember and I'm hoping other senators can help- who passed the EDU 1000 First Year Experience course? Is that not a university requirement?

Dr. Dinnebeil: It is a university requirement, but it is not a requirement that they register for credit. They have to take it whether they register it for credit or not. It is part of our understanding and we talked with people throughout the college about that.

Senator Williams: I will say this, I know that FYE courses such as these orientation courses can be taken at zero credit up to two credits, I've seen all of them.

Senator Monsos: There are actually three in Engineering.

Senator Williams: Okay, well, I am not in Engineering so I don't know that.

Senator Monsos: But in that case, a zero credit course, the requirement still should be---

Senator Williams: It should be in there as zero credit then.

Senator Monsos: It should be a course modification to change their EDU 1000 to zero, right?

Senator Cappelletty: There has been no course modification.

Senator Rouillard: I would like to speak against the elimination of the music theory for non-majors. I understand the idea that the College of Education certainly has the bulk of the responsibility for determining its curriculum, but [I think] we've seen the school cuts, they always start with music specialists in the schools. I think to keep this music theory course as a non-major would be one way to at least enable school teachers to have some music in the classroom.

Senator Williams: All right.

Dr. Dinnebeil: Students are still able to take that course and fulfill the core requirements, the music theory for the non-majors.

Senator Williams: But it is not necessarily in the program; it is something that they can take, but it is not necessarily in the program as a "program requirement."

Senator Rouillard: So it can be an elective?

Senator Williams: Yes.

Senator Rouillard: Okay. Thank you.

Dr. Dinnebeil: The program can require a particular core course.

Group of Senators: Yes, that's true.

Senator Jorgensen: Speaking to the orientation, I know that orientation classes can be more than one hour, but I am not aware that they can be zero hours if it's a requirement. I'm not aware if any college does that and I am not sure that any college can do that. If it is required, then they get credit for it, right?

Unknown Speaker: We were told that our students can take the course and if they pass it then to give them one credit; however, they can choose to not come to class at all and they will end up with no credit hours.

Senator Jorgensen: But that is not the same thing.

Senator Williams: Yeah, that is not the same as having a zero credit hour FYE class.

Senator Monsos: I think what is meant by that is that it's a requirement that students take it, but it is not a requirement for graduation. Therefore, if a student comes to register for it, they then can fail and it doesn't matter as far as whether they graduate or not. But yes, I have not heard of any other place for zero credit.

Senator Williams: But if it's in there and if they don't pass it, they can't graduate or am I wrong?

Senator Monsos: If they don't pass it, they can still graduate; it is not a graduation requirement, it is a requirement that they take it, but it is not a requirement that they pass it.

President Humphrys: Will the College of Education representatives be willing to insert that into the proposed program for the time being, and then next year, they can come back and do something with it?

Dr. Dinnebeil: Insert what, President Humphrys?

President Humphrys: Keeping 1000---

Senator Williams: Keeping the orientation class. The orientation class has to be there regardless of whether or not you were told that they don't have to pass it.

President Humphrys: Is that something that you are willing to do?

Dr. Dinnebeil: Yes, we will be happy to do that.

Senator Cappelletty: Would you also be willing to require Music 2200 as one of the humanities and then students will be able to take their other humanity?

Dr. Hammersley: So Music Ed. will also disappear at the bottom and not just the three at the top and so it will be a total of five credit hours missing?

President Humphrys: So in other words, what you can do as one of your humanities because Senator Monsos Music 2200 is a core class, right?

Senator Monsos: Yes.

President Humphrys: You could say that as one of the humanities, the students must take Music Theory 2200 as three of the six hours of humanities requirements.

Senator Williams: On the other hand, you can say, they can recommend them; it doesn't have to necessarily be a requirement.

President Humphrys: Right. Also, the current senators did receive the memos that both Dr. Brakel and Dr. Dinnebeil had put together stating their cases and so you do have access to that.

[\[View Dr. Brakel's memo\]](#) [\[View Dr. Dinnebeil's memo\]](#)

Dr. Dinnebeil: We would be willing to require students to take the Music Theory for the non-major course as a humanities core.

Senator Relue: I have a question in terms of how is that different than what we already have, because you had Music Theory for three hours and you have Humanities for three hours, your proposed change for humanities is for six hours Music Theory, so are you moving that right back to what you had?

Senator Williams: It's on the bottom what the changes are that you don't see.

Dr. Brakel: The course that they're trying to add back is basically the content in terms of the notes, stat, and rhythm which are basic terminology along that line which are real basic fundamentals on how we use it. The course that is being proposed as elimination is FED 30/30 which is a methods course on how to teach kids from kindergarten through grade 3 music. The early childhood majors that I said to you, our State Department of Education in the state of Ohio says that "*early childhood majors are licensed to teach all subjects,*" and that includes music [in my opinion]. Again, as Senator Rouillard referred to, when times when budget cuts hit then the Arts Elementary early childhood level are the ones that get cut first.

Senator Williams: Right.

Dr. Brakel cont'd: I was looking at some records- the most recent report that I could find was 2013, and so it was right at the end of the recession period. In the State of Ohio, 10% of all urban schools were not using music specialists and those were being taught by the elementary classroom teachers, theoretically.

Senator McLoughlin: With all due respect, I just want to add, our students [do] take a two-hour course. They don't get to practice them...of that course in the.... It is really hard for us to have students take a two-hour class and implement that curriculum. I think it is unfair to students. I think if schools have..., I think music would disappear

from the curriculum. I also think it would be problematic to tell schools that our students...because...music teachers are there. I think we need the music teachers to teach the music to the students, not our students because...I think that would be a poor decision for the schools.

Dr. Brakel: I agree with you. I really believe that they should be taught by music specialists, but what I am saying is, in the State of Ohio, early childhood majors are licensed to teach music and therefore, they need to have training in that subject matter before they have to teach it.

Dr. Dinnebeil: I'll just respond. I know that we all are on the same page in terms of the importance of music education in the schools. I think that a two credit hour course in music education does little, except to create awareness for students. It is not enough to build those comprehensive skills that students really need to teach that subject area and that is because in the schools, music is taught by music specialists. I did a quick analysis of our other peer institutions across the state and of the 12 institutions that I looked at their program of study, there was only one institution in addition to The University of Toledo that required a music education course for their students- all of the other institutions did not require that in order to teach. So, they are producing Ohio teachers as well, and they have met all of the recommendations for the state and our accredited agencies.

Dr. Brakel: In your email, you did say that some of those other institutions have interdisciplinary courses, right?

Dr. Dinnebeil: Yes, some of those other institutions do have interdisciplinary options. We did approach our colleagues to talk about creating an interdisciplinary course in Creative Arts so that students will have exposure to teaching music, art and creative movement; however, it was deemed not a very efficient way of delivering that content, there would be too much fragmentation in terms of the credit hours given.

President-Elect Thompson: I would like to ask a question. I see both sides of the point on this. What I am fearful of is kind of what you were saying, they might stick somebody in this class that has basically no experience. There is no "great" answer to this. What I'm wondering is, coming from my health background, how often at the elementary level that there's integration of music into the classroom? Let's just say for example, you want to teach math and you want to bring music into the classroom for movement, to get kids moving so they can retain information- so I'm just wondering if there are really advantages to having that experience so they can infuse that [curriculum] into their existing curriculum, does that make sense?

Dr. Dinnebeil: Yes, absolutely.

Dr. Brakel: Dr. Thompson, there is some integration obviously, and they do explore some of those in some of the classes. But also students have to do...a job... to their teachers, so if they kind of push for integration, they will provide that kind of training. But right now there are a lot of schools that are subject to push math and language arts that a lot of these things are not being implemented and teachers are sending students to a specialty classroom for music implementation. So it is happening, but schools aren't providing some initiative and also, we are addressing some of those in our classes as well as our benefits.

President-Elect Thompson: Thank you.

Unknown Speaker: To further answer your question, in a study from National...Education Statistics, 90% of...incorporate music in other subject areas.

Past-President Keith: I just think the popular enemy here is time. I don't know if there is a motion on the floor, but I would like to call the Question.

Senator Williams: The Question called to vote on this program modification. All in favor of calling the Question please say "aye."

Group of Senators: "Aye."

Senator Williams cont'd: Any opposed?

Senator Edwards: "Nay"

Senator Williams cont'd: Any abstentions? Okay, the Question has been called. *Question Passed.* All those in favor of the early childhood modification, please signify by saying “aye.” Those not in favor, please signify by saying “nay.”

Group of Speakers: “Nay.”

Senator Williams cont'd: Any abstentions?

Unknown Speaker: Yes.

Senator Williams cont'd: This either has to be a paper ballot or a show of hands. A show of hands, all those in favor please signify by raising your hand.

President Humphrys: Please keep in mind that these are the 2016-17 senators, not the newly elected senators for 2017-18.

Senator Wittmer: Can I have some clarification? Are we voting based upon “yes,” adding the orientation class, but “no,” not making Music required? So what are we voting on?

President Humphrys: I think the two changes---

Senator Williams: This is just for adding the Music Theory back and the rest of humanities are back to 3 credit hours and the Music Education class remains off as well as one other class I do believe.

Senator Jorgensen: It is dropping the last two.

Senator Williams: It is dropping the last two classes (Music Education and Physical Education), that was the whole point. A show of hands, because we don't have a lot of time- All in favor- 15. Any opposed? - 14.

President Humphrys: Okay, this passed- 15 in favor and 14 against [with a few abstentions, which are not counted]. *Motion Passed.* Thank you.

Okay, I just want to mention that we have a lot to cover in a short amount of time because we also have to do the election. Well, the next person is the Chair of Core Curriculum, Senator Holly Monsos.

Senator Monsos: I sent out a list of courses [[View List](#)]. These are all the courses that I could find in any number of different lists and runs of Banner and old catalogs and current catalogs. Some are crossed off and those are the ones that will be removed from the core. Part of the issue is, Senate has no mechanism for removing a course from the core, so when a department stops teaching a course, it stays coded in Banner. When we run a report, we keep getting these courses listed that aren't being taught or are no longer needed to be in the core. It is a disservice to our students to list courses that they can never take because they don't actually exist. So, a number of these either are already non-existent or the chairs assured me that they are not going to be teaching them going forward. I did send this list out about three weeks ago to 30 chairs and directors, 28 of them confirmed that it was correct- some with some minor variations that I made adjustments to in here. I did not hear from two people and I am only worried about one of those, but I think I got it right because I did talk to him four times. What I would like to do is have Senate approve this as the list of core courses as of Fall; I will work with the Registrar's Office over the Summer to make sure everything is coded correctly in Banner so we will have a clean list and we can run a clean list in Queries going forward.

Senator Rouillard: Can I just ask a question about one of the rubrics?

Senator Monsos: Yes.

Senator Rouillard: The multicultural course, one list is categorized as U.S. Diversity and non-U.S.; I thought it was non-Western?

Senator Monsos: The last vote Faculty Senate took was non-U.S; however, the coding in Banner still says, non-Western.

Senator Rouillard: Okay, thank you.

President Humphrys: So you are just looking for us to approve this list so we will have a nice clean list and so wherever you look, we will have the same list---

Senator Monsos: I can't swear that nothing else won't fall out of the "sky"<laughter>, but yes.

Past-President Keith: I really like to vote, can we vote?

President Humphrys: Let's vote.

Senator Monsos: All in favor, please signify by saying "aye." Any opposed? Any abstentions? *Motion Passed.*

President Humphrys: Thank you.

[Applause]

President Humphrys cont'd: Next, we have the Chair of Academic Regulations, Dr. Celia Regimbal.

Dr. Regimbal: First of all, I would like to tell you that one of the regulations that we talked about earlier this semester was, the confidentiality of students records, the FERPA information. A concern was brought up from the floor that it was important to have the correct language. The committee reviewed that policy again and decided that, not having a strong legal background in FERPA, they are recommending that the Faculty Senate Executive Committee refer that to Legal to have them either develop a policy or work with someone to make sure we have the correct wording. As we looked at all the policies that were out there in the schools that we would compare against, the policy is written in a number of different ways. So, taking that recommendation seriously is the best thing to do.

President Humphrys: Well, let's go to the Enrollment Status [\[View Policy\]](#).

Dr. Regimbal: Sure. Enrollment Status came up last year and there were some concerns about where some of the numbers were that weren't accounted for. We had a number of discussions about this policy and decided to make some major revisions to the existing policy. The suggestion from the committee is that we determine that a full-time [student] is enrolled for 12 hours and a part-time undergraduate student is enrolled for fewer than 12 hours and it defined audit as a student enrolled in credit-bearing courses who would like not to receive credit. Therefore, a student who attempts more than 18 hours by our definitions would be considered to be on academic overload. So, we don't have to worry where any of those hours are between 12 and 18, but at 18, you will be on academic overload. It is important in some colleges that the colleges have the opportunity to give students permission to take more than. Consequently, the committee decided that procedures should be established by each college that would determine how a student would request to be on academic overload and that the Provost Office would then review those and the implementation of the policy. So we tried to simplify and give colleges more time.

President Humphrys: Do we vote on these policies?

Dr. Regimbal: Yes. I would like to bring it forward. Are there questions?

Provost Hsu: I have a question.

Dr. Regimbal: Sure.

Provost Hsu: What is the definition for Summer?

Senator Regimbal: Isn't Summer also 15 weeks?

Provost Hsu: Well, Summer has two sessions, so you can say, 12 credit hours is fulltime, but if you take six credit hours per semester, then it is not considered full-time for the Summer.

Dr. Regimbal: I will take a *friendly amendment* if somebody would like to bring that forward.

Senator Williams: It says, "12 in its entirety."

Dr. Regimbal: So it would be 12 in its entirety.

Senator Rouillard: So we can vote on this, right?

Senator Regimbal: Yes. All those in favor of the policy as it is presented, please signify by saying “aye.” Any opposed? Any abstentions? *Motion Passed.* The *Enrollment Status* was passed by Senate.

This policy has come up before, Missed Class Policy [[View Policy](#)], and we looked at it again. In the writing of the policy, the committee looked at all the missed class policies that we were able to find in institutions that were equal to. The concern has been that we name groups of people and it seems like in the ones that the committee looked at, groups of people are named. I’m going to ask that you reaffirm the policy. There were some adjustments made to the policy. Personal emergencies was put into this policy and it required participation and university disciplinary procedures, cases of severe weather was put into the policy, and other absences at the discretion of the instructor- so giving instructors the responsibility of adding anything that they might want to add. Also, students would need to contact the faculty member and students have the responsibility of making up any work and that faculty have the responsibility of giving them the opportunity to make up that work. One of the concerns from students would be that, you give me the opportunity to drop a grade and because I’m missing a class of which you are going to have a graded assignment, test or quiz, I can’t be there and so you tell me that you are going to drop that grade? - they feel that’s not really fair to them and they ought to have the opportunity to take that quiz and then choose to drop it as all the other students have that same opportunity.

President Humphrys: The thing is that this has been brought up many times and there’s probably a lot of “tweaks” that we can make to it, but today we are kind of looking at it as going for or against it and then we can look in terms of “tweaking” it.

Past-President Keith: Are all policies that we pass be posted for 30-day comment?

President Humphrys: Yes.

Past-President Keith: So there’s always opportunity to comment after today, right.

President Humphrys: Right.

Senator Jorgensen: You are not saying that a make-up exam has to be given, it’s just something that is in policy, but it wouldn’t be that Drop Policy? So you are not requiring an additional make-up exam?

Dr. Regimbal: I believe if I was a student and you had an exam and I had to be someplace else because of a university commitment – I’m representing our university –having informed you or told you, and we had this conversation that I’m going to be gone and we have made an arrangement for me to make up that exam, rather it be asking a faculty member at another institution to give me that exam, a faculty member that I might be traveling with to give me that exam or that you would give it to me at another time.

Senator Jorgensen: Right. But I’ll tell you what the Department of Chemistry does which has thousands of students. If they know ahead of time that it’s a University activity, they can take an exam early, no penalty and no problem. Now, if they miss it because of an illness, there is not a make-up exam because 500 other students already took the exam, but then you average their grade without that exam, so it is not a grade penalty.

Dr. Regimbal: Yes, I understand that.

Senator Jorgensen: Faculty are not required to give a makeup exam when someone is ill.

Dr. Regimbal: I know one of the other concerns that were voiced. There are some occasions where there are competitions and we know ahead of time what our competitions are going to be, and because of our performance in those competitions, we end up having to go to a larger competition that wasn’t on the schedule and consequently, “I was not able to tell you ahead of time, however, I can give you notification, but it is not early in the semester, it would be in the end of the semester.”

Senator Jorgensen: For the final exam in General Chemistry, about 20 students missed because of the football bowl game and they all took the exam the day before they left and that was not a problem.

Dr. Regimbal: Right.

Senator Jorgensen: I want to mention a typo right there in the color blue: “*will receive*” should be “the instructor does not receive.”

Dr. Regimbal: Thank you.

Senator Kippenhan: Higher up where the paragraph starts, “*the responsibility of each instructor,*” that should say, “in the course syllabus”- it is located in the second paragraph of the policy.

Dr. Regimbal: Your syllabus would be loaded up on the online management system.

Senator Kippenhan: Well, A, you may not have a course online management system, and all of this should be specified in the syllabus *period*.

President Humphrys: I can tell you what we can do, if you don’t mind sending that to me, in the interest of time, because we are really running out of it at this point.

Senator Barnes: I think you already know what I’m about to say. I think it is confusing and misleading to say that the university excuses absences and then say it’s up to the professor to determine the weight of absences. What happens in that case is that it isn’t clear if the student who misses is counted as absent or not. In other words, if it is up to me, if a student is not in class, the student is absent. I don’t want to be judging why the student misses or doesn’t miss. So if you tell the students, ”You can miss because this is excused,” and I say to the students, “All absences are absences; that’s my policy,” then the student does not know whether their absence counts or doesn’t count. And frankly, I think if we justify some excuses, saying, “You have to accommodate this group of people and let them miss class”- for me, it’s a justice issue. Then I have to accommodate everyone because I will not say a sick child is not as important as a sporting event. I mean, I will accommodate my students anyway, but I think that we will create a “caste system” for some students who are excused to miss and some who aren’t, and we’re creating injustice in doing that. It is either up to the professor or it isn’t up to the professor, and obviously, I think that it should be.

Dr. Regimbal: I thought I saw a hand in the back.

President Humphrys: Are we ready for a vote?

Senator White: With the new addition that we were talking about a few moments ago about the “*Missed*” word being dropped or not, again, I am not sure why the preference for that. For students participating in university sponsored activities, why are we limiting the regulation to those excused missed classes and not to all “excused”?

Dr. Regimbal: I don’t believe that it says, “all the other excused missed absences.”

Senator White: Then why do we have that in there?

President Humphrys: We have to vote for the next year’s Executive Committee, so we probably don’t have any additional time. I think with the limited time, we may need to have to table these for next year.

Dr. Regimbal: Can we just finish? My committee needs to feel successful <laughter>.

President Humphrys: Okay, let me ask this, would people be willing to stay till 10 after 6 o’ clock?

Group of Senators: No.

President Humphrys: Okay, maybe not. Well, we are going to table the Missed Class Policy.

Dr. Regimbal: Okay, let’s go to the next one, Evaluation of Faculty Qualifications [[View Policy](#)].

President Humphrys: Okay, with the interest of time, we can see if anybody has any issues with this as opposed to going through it?

Senator Barnes: One of my department’s faculty members pointed out that the OBOR language states that faculty can also have experience “relevant to the discipline” and she recounted a few examples that were a little more flexible in some departments; for example, I think it was in Theatre and Film [they have people] who have years of Hollywood production experience who can teach sound and lighting [but who] don’t have any of the other required qualifications. She was recommending that we basically match the OBOR language element to include work experience instead of just “relevant to the discipline.”

President Humphrys: I think, Senator Barnes, to that question, when we talked, and maybe Provost Hsu can fill us in further, but that continuing to have a measure of flexibility is important. For example, we do have people in the College of Engineering who might be teaching one of their Tool and Die classes and they have no degree, but they would be allowed to continue to teach because of their experience.

Senator Barnes: What the person who evaluated, it said to me is that the UT policy as proposed says that they must have coursework experience to teach; I think it requires coursework. Unfortunately, she did not identify the paragraph.

President Humphrys: Okay.

Senator Barnes: Did she read it wrong or maybe it was an earlier policy?

President Humphrys: Yes, maybe it was an earlier version.

Dr. Regimbal: Are there any other questions? Are we ready to vote? All in favor of the policy as it was presented, please signify by saying “aye.” Any opposed? Any abstentions? **Motion Passed.** The *Evaluation of Faculty Qualifications* Policy was passed by Senate.

Okay, let’s try the last one, Self-Authored Material [[View Policy](#)].

President Humphrys: We should point out here that this particular policy is essentially based on information that was approved by the previous Senate, and it was talked about and “tweaked.” For some reason, looking at it, a policy in this formal format never came forward. So this was discussed by Senate in the past, it was a few years ago, but nothing of a formal nature was ever brought forward.

Senator Rouillard: The Minutes from those discussions were looked at; the policy was brought forward and the committee looked at the policy and so it’s a new policy. They made some suggestions and changes in the policy---

Senator Gilchrist: One change, a *Friendly Amendment*, it’s the top paragraph there, the last line. I think this is something that got lost in translation. I think the committee’s position about self-authored materials was “abuse of discussion,” which was the language used... [*Indecipherable*] academic freedom and the professor ought to choose their materials...

President Humphrys: Is it right here?

Senator Gilchrist: Yes, at the end of “*Abuse of discussion.*” Delete everything from “*unreasonable*” and type in “abuse of discussion.” Our thinking was that this upholds the professor’s choice a bit more and to protect the students.

Senator Regimbal: Questions about this policy? I will call for a vote. All those in favor, please signify by saying “aye.” Any opposed? Any abstentions? **Motion Passed.** The *Self-Authored Material* Policy was passed by Senate.

[Applause]

President Humphrys: The last couple of items we can get through fairly quickly. One was the motion that was brought up a while back and then it was asked for the Executive Committee to take another look at, it’s the proposal for Institutional Student Learning Outcomes. I’ve sent it a couple of different times, but I didn’t send it again because I thought you might be getting tired of receiving it. Basically what we’re doing is, we’re approving the five general areas of learning that were outlined in this proposal and we’re willing to support the document. This

proposal as you recall, was one that establishes some overall student learning outcomes for the university as opposed to for individual programs and the departments. This is coming from the Executive Committee, so we don't need any sort of a *second* or "whatever." Are there any questions? All in favor, please signify by saying "aye." Any opposed? Any abstentions? **Motion Passed.** Thank you.

The last thing is the Travel Policy [[View Policy](#)]. This isn't something that we're going to vote on; this is something that President Gaber has asked us to look at. The people who have any questions or comments to send them to me because President Gaber wants to make sure our thoughts are included. Does anybody see anything glaring and concerning?

Senator Van Hoy: President Humphrys, does this apply to administrators?

President Humphrys: Well, that's a good question; I think maybe staff. That is a question that I will ask President Gaber.

Past-President Keith: In the title it says, *International Travel*, so it is for the use of students.

President Humphrys: Oh, is that right?

Unknown Speaker: Staff and students.

President Humphrys: Essentially, my understanding and maybe Provost Hsu can fill us in a little bit more, but the fact is that, if there is turbulence in a part of the world, they would like to know who is traveling and where they are at so they can make any sort of Visa or other arrangements.

Dr. Hammersley: There are some medical issues when you travel, especially when you go to areas where there are more diseases such as China, we test you for TB. It is not just for knowing where personnel is, but it is also for health reasons for example, Zika.

Senator White: Does this apply to any travel, whether related to university business or not?

Dr. Schneider: No, university business.

Provost Hsu: No, just university business.

President Humphrys: Well, thank you. What we'll do is, I'll make sure that I give those comments to President Gaber, and the concerns. The following is Senator Rouillard's Ohio Faculty Council Report being read into the Minutes:

"I last reported about the OFC to FS on Jan. 31. At the Feb. 10 meeting, Larisa Harper from ODHE responded to faculty concerns about CC+. Specifically, faculty spoke about high school students taking CC+ courses that were not related to gen ed curriculum and that perhaps their course choices should be specifically limited to OTM or even TAG courses. Faculty are especially concerned about the readiness of high school students for college courses, along with the ODHE directive that charges universities to pay for the ACT test as one way to determine that readiness.

Representative Rick Perales also attended this meeting. He demonstrated a willingness to learn more about higher ed, asking specifically about tenure. Faculty explained that it is not a job for life, but rather a way to protect academic freedom, and, additionally, it benefits students who can be assured of stable academic programs staffed by experts in the field.

At the March 10 meeting, we discussed the types of metrics that the OFC would like to see included in the ODHE Efficiency Reports. These metrics, forwarded to Sara Molski of ODHE include: ratio of full-time to part-time faculty; and reports on institutional energy usage, among other items. There was also discussion of OFC testimony on House Bill 49, the budget proposal, for March 21.

I was not able to attend the April 14 meeting, but the following items were addressed: Senate Bill 6 Ratios; the response of Sara Molski to OFC recommendations regarding ODHE efficiency reports (she made no promise to include our recommendations).

Of note were the legislative updates provided by Matt Ides of the Ohio Education Association. He reported that the textbook proposal requiring Ohio universities to pay for student textbooks costs over \$300 has been pulled from the bill. SSI will likely not even see a 1% increase. It is hoped that if SSI does not increase, that universities be allowed to raise tuition. Eli Faes, ODHE

Legislative Director added that universities will likely be required to demonstrate efforts to reduce textbook costs in general and they may be required to pay half of the textbook costs for CC+.

I have learned today about the substitute HB49 which includes the following:

SSI remains flat; allows community colleges to raise tuition by \$10/credit hour; permits community colleges to offer bachelor's degrees in programs not available at public or private universities within 30 miles; requires university trustees to review and update policies for tenure; requires a grade of "C" for a CC+ course to transfer; requires a financial disclosure from faculty who assign their own textbook to their classes; charges universities to do post-tenure reviews; requires an institution like Western Governors University to be regionally accredited, stating that it will not qualify as a state institution, and therefore will not be eligible for state funding."

President Humphrys cont'd: Thank you so much again. Right now we're going to gavel close the AY2016-17 Faculty Senate. For those of you whose term will be ending, I would like to thank you again and those of you who are staying and will be joining us for the AY2017-18, please remain and we will have a vote for the Executive Committee. I am going to gavel this year closed and I will ask Senator Thompson to come up and to take over. Dr. Thompson, I know you are going to do a great job and here is your own official gavel. Congratulations! **Meeting adjourned at 6:05 p.m.**

[Applause]

President Thompson: Okay, I would like to call the first meeting of the 2017-18 Faculty Senate to order. I would like to invite our Executive Secretary, Lucy Duhon up to call the roll, please.

Senator Duhon: This is not going to be in alphabetical order, [it's going to be] by college. Excuse me if I get any names wrong.

AY2017-18

Present: Dan Compora, James Ferris, Michael Kistner, Barb Schneider, Friederike Emonds, Kristen Keith, Holly Monsos, Jerry Van Hoy, Sharon Barnes, Linda Rouillard, Don Wedding (substitute for S. Ariss), Kim Nigem, Jenell Wittmer, Mohammed Niamat, Patricia Relue, Brian Randolph, Caroline Menezes, Lucinda Bouillon, Glen Sheldon, Lisa Kovach, Kara Bruce, Gregory Gilchrist, Jason Schroeder, Keith Crist, Juan Jaume, Beata Lecka-Czernik, Nikolai Modyanov, Jorge Ortiz, Shaza Aouthmany (substitute for D. Giovannucci), Iman Mohammed, Jeffrey Hammersley, Robert Steven, Jon Bjorkman, David Krantz, Sibylle Weck-Schwarz, Andrew Jorgensen, Donald White, Temeaka Gray, Jaclyn Lanham, James Oberlander, Martin Ohlinger, Scott Hall, Fred Williams, Wade Lee, Thomas Atwood,

Absent: Anthony Edington, Sara Lundquist, Timothy Brakel, Amal Said, Mohamed Hefzy, Cyndee Gruden, Wendy Cochrane, John Schlageter, Janet Hoy, Thomas McLoughlin, Laurie Dinnebeil, Noela Houghton, Mark Bonnell, Laura Brown, Nitin Puri, David Weldy, James Willey, Johnathan Bossenbroek, Gerard Thompson

President Thompson: I am actually impartial to the elections, therefore, I am asking Past-President Humphrys to come up here and carry out the elections today. Just as a reminder, only if your name was called as a current member of Senate should you receive a clicker. We are going to be handing those out and actually opening up elections.

Past-President Humphrys: Just a couple of notes about the election. The only stipulations are: to be president-elect, you have to have been a member of the 2016-17 Senate. Anyone can nominate anyone in terms of the reps from the Main Campus and the reps from the Health Science Campus, but Senators may only vote for the representatives from their campus. When we get to that portion, I'll remind everybody of that. As they are passing the clickers out, we can go ahead and get started.

Senator Jorgensen: Past-President Humphrys, can we test the clickers?

Past-President Humphrys: Yes, let's test the clickers. You can select either "A" or "B."

Senator Jorgensen: In general, we don't show the number of votes that a person gets. We are now testing.

Past-President Humphrys: The first thing that we want to nominate and vote on is the vice-president or we call that person the president-elect of Faculty Senate, so I would like to open it up for nominations.

***Nominees:** Linda Rouillard was nominated and willing to serve.
Fred Williams was nominated and willing to serve.*

David Giovannucci was nominated and in his absence, his representative accepted the nomination as willing to serve.

Past-President Humphrys: We are having technical difficulties, so we have to do it the old fashioned way, paper ballot. If you will, write your chosen nominee on the piece of paper and hand it to the people who are walking around. Congratulations, Senator Rouillard, you are now the newly elected President-Elect.

Now, we will go for the Executive Secretary of Senate. I will open the floor for nominations.

Nominees: Fred Williams was nominated and willing to serve.

Past-President Humphrys: Are there any other nominations?

Senator Keith: I move to close the nominations.

Senator Rouillard: Second.

Past-President Humphrys: All in favor of closing the nominations please signify by saying “aye.” Any opposed? Any abstentions? **Nomination Closed.** Congratulations, Senator Williams, you are now our newly elected Executive Secretary! The next is The University of Toledo representative to the Ohio Faculty Council. This involves a trip per month (ten or eleven months per year) to Columbus to meet with the Ohio Faculty Council.

Nominees: Thomas Atwood was nominated and willing to serve.

Past-President Humphrys: Are there any other nominations?

Senator Gray: I move to close the nominations.

Senator Keith: Second.

Past-President Humphrys: All in favor of closing the nominations please signify by saying “aye?” Any opposed? Any abstentions? **Nomination Closed.** Congratulations, Senator Atwood!

Now, we will choose our At-Large representatives. Keep in mind, anyone can nominate from either campus, but when it comes to voting, it will be the people from that [particular] campus that will be voting.

Senator Wedding (substitute for S. Ariss): Wait, what are we voting for?

Past-President Humphrys: The At-large representatives. Okay, let’s start with the Main Campus. Reminder, only the Main Campus senators can vote.

Nominees: Michael Kistner was nominated and willing to serve.

Kristen Keith was nominated and willing to serve.

Sara Lundquist was nominated and in her absence, her representative accepted the nomination as willing to serve.

Past-President Humphrys: Are there any other nominees?

Senator Rouillard: I move to close the nominations.

Senator Williams: Second.

Past-President Humphrys: All in favor of closing the nominations please signify by saying “aye?” Any opposed? Any abstentions? *Nomination Closed.* Congratulations, Senator Keith! All right, let’s vote on the other Main Campus Representative.

*Nominees: Michael Kistner was nominated and willing to serve.
Sara Lundquist was nominated and in her absence, her representative accepted the nomination as willing to serve.*

Past-President Humphrys: Are there any other nominees?

Senator Rouillard: I move to close the nominations.

Senator Williams: Second.

Past-President Humphrys: All in favor of closing the nominations please signify by saying “aye.” Any opposed? Any abstentions? *Nomination Closed.* Congratulations, Senator Kistner!

Next are the At-Large representatives from the Health Science Campus. Again, anyone can nominate, but only the people from the Health Science Campus can vote.

*Nominees: David Giovannucci was nominated and in his absence, his representative accepted the nomination as willing to serve.
James Willey was nominated, however was not present to accept the nomination.
Temeaka Gray was nominated and willing to serve.*

Past-President Humphrys: Are there any other nominees?

Senator Keith: I move to close the nominations.

Senator Rouillard: Second.

Past-President Humphrys: All in favor of closing the nominations please signify by saying “aye.” Any opposed? Any abstentions? *Nomination Closed.* Congratulations, Senator Giovannucci!

Past-President Humphrys: All right, let’s vote on the other HSC rep.

*Nominees: James Willey was nominated, however, was not present to accept the nomination.
Temeaka Gray was nominated and willing to serve.
Jeffrey Hammersley was nominated and willing to serve.*

Past-President Humphrys: Are there any other nominees?

Senator Williams: I move to close the nominations.

Senator Keith: Second.

Past-President Humphrys: All in favor of closing the nominations please signify by saying “aye.” Any opposed? Any abstentions? *Nomination Closed.* Congratulations, Senator Hammersley!

[Applause]

Past-President Humphrys: Well, thank you very much. Congratulations to the new members of the Executive Committee.

President Thomas: We need a motion to adjourn? Meeting adjourned at 6:24 p.m.

IV. Meeting adjourned at 6:24 p.m.

Respectfully submitted,

Lucy Duhon
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard
Faculty Senate Administrative Secretary