

**THE UNIVERSITY OF TOLEDO**  
**Minutes of the Faculty Senate Meeting of March 28, 2023**  
**FACULTY SENATE**

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

Approved @ FS on 4/11/2023

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**Summary of Discussion**

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**Note:** The taped recording of this meeting is available in the Faculty Senate office or in the University Archives

**President Insch:** We are going to start the meeting. I call the March 28, 2023, Faculty Senate meeting to order. We'll start the meeting with Secretary Coulter-Harris doing our roll call.

**Senator Coulter-Harris:** Good afternoon, Senators. Can you hear me?

**Senator Avidor-Reiss:** We can hear you.

**Senator Coulter-Harris:** Thank you.

**Present:** Ammon Allred, Tomer Avidor-Reiss, Gabriella Baki, Sheri Benton, Terry Bigioni, Jillian Bornak, Eric Chaffee, Carmen Cioc, Daniel Compora, Deborah Coulter-Harris, Vicki Dagostino-Kalniz, Lucy Duhon, Anthony Edgington, Hossein Elgafy, Ahmed El-Zawahry, Collin Gilstrap, Karen Green, Sally Harmych, Samir Hefzy, Cindy Herrera, Gary Insch, Alap Jayatissa, Catherine Johnson, Michael Kistner, Lauren Koch, David Krantz, Patrick, Lawrence, Glenn Lipscomb, Kimberly McBride, Alexia Metz, Julie Murphy, Amanda Murray, Kimberly Nigem, Grant Norte, Mohamed Osman, Carla Pattin, Elaine Reeves, Jennifer Reynolds, Linda Rouillard, Paul Schaefer, Barry Scheuermann, Kathy Shan, Suzanne Smith, Stan Stepkowski, Robert Steven, Lee Strang, Steven Sucheck, Weiqing Sun, Jami Taylor, Berhane Teclehaimanot, Robert Topp, Jerry Van Hoy, Don Wedding

**Excused Absences:** Peter Andreanna, Maria Diakonova, Mitchell Howard, Jason Huntley, David Kujawa, Mohamad Moussa, Puneet Sindhvani, James Van Hook, Randall Vesely

**Absent:** Elissar Andari, Prabir Chaudhuri, Yvette Perry

**Senator Coulter-Harris cont'd:** President Insch, we have a quorum.

**President Insch:** Thank you very much, Secretary Coulter-Harris.

**Senator Coulter-Harris:** You're welcome.

**President Insch:** Moving on. May I have a motion to adopt the agenda? I do have one small modification to the agenda. Senator Huntley and Dr. Anne Fulkerson asked if they could postpone their presentation about the update to the strategic planning process, because they're going to be having some town halls and some information gathering about implementation over the next couple of weeks. They want to be able to report back on some of that. So, I appreciate very much their willingness to present, and I look forward to hearing from them in the future. With that small amendment, if that's all right, I will be happy to I entertain a motion to approve the agenda.

**President-Elect Rouillard:** So moved.

**President Insch:** Thank you, President-Elect Rouillard.

**Senator Johnson:** Second.

**President Insch:** All those in favor, please put 'yes' in the Chat for me. Please say, 'aye' in the room. Thank you very much. Any 'nays,' please put that in the Chat. Any 'nays' in the room? Hearing none. If you'd like to abstain, put 'a' in the Chat. In the room? Hearing none. I suspect that probably passed.

**Agenda Passed.**

Moving on to the approval of the March 14, 2023, Minutes. Do I have a motion to approve those?

**Senator Green:** So moved.

**President Insch:** Thank you, Senator Green. Do I have a second?

**Senator Johnson:** Second.

**President Insch:** Thank you, Senator Johnson. Are there any comments on the Minutes? Any corrections to the Minutes, March 14, 2023? Again, hearing and seeing none. If you would like to approve those Minutes, please say 'aye,' or put 'yes' in the Chat. Any opposed, 'nay,' or put 'no' in the Chat. And if you'd like to abstain, go ahead and put an 'a' in the Chat. I will 'go out on a limb' and say that one passed as well.

Quickly then, I will give the Faculty Senate Executive Committee report for March 28, 2023. First of all, good afternoon, everyone. I'm so happy that you are here. I truly appreciate your service. Over the past two weeks, the Faculty Senate Executive Committee and the Faculty Senate Committees as a whole have been very, very busy. President-Elect Rouillard and I met with Diane Miller, President Postel Chief of Staff and Vice President of Government Affairs. Although we talked about a number of issues, the majority of our discussion was around Senate Bill 83. She and President Postel are working on unifying the University's response to that bill. You may have noticed that President Postel earlier this week sent out an email requesting any responses that you would like to add to that. In fact, you can respond to that as there is a link to that comment page.

The Faculty Senate Executive Committee met with Provost Dickson and Vice Provost Molitor and Small. Much of that discussion centered around two issues. The rationale for hiding around 100 courses each semester, in the fall and spring, and then also the administration's response to SB 83. It was kind of a big issue last week. Regarding the fall and spring semester, Dr. Molitor explained the classes were hidden in duplicate sessions where the University's course scheduling program indicated that given the current enrollment trends, less sections were needed to fill student demand. So, some of those duplicate sections were hidden. He informed us the deans were advised of these changes. He also expressed that students should be using the waitlist system. And as the demands of these classes is demonstrated through the waitlist system, other sections will be opened. Deans can request... The deans can also petition that sections be opened...

My friends, that is our report. Are there any questions? Senator Johnson, you had your hand up for a moment.

**Senator Johnson:** Yes, well, you were talking about the waitlist. I hope people are aware, waitlists go away when classes start. So, I think if their big idea is to use waitlists as a solution, they should probably try to fix that. I had like 15 students on a waitlist for a class last semester and when the semester started, it went away. So if somebody dropped, there is no mechanism to know who was first in line.

**Senator Gilstrap:** Right.

**Senator Johnson cont'd:** Which when you're the faculty, you get all the emotional kind of work and emotional labor of trying to arbitrate which students who want to get into your class should be let in. So, I think they need to probably fix that if their plan, in terms of cutting classes, is to say go on a waitlist. I just want to point that out, because the waitlist doesn't work.

**President Insch:** Great information. I wasn't aware of that. But I think the intent is, one of the things that Scott talks about from the Provost Office, is they are doing this early. So the idea is, as they fill over the summer before classes start, they will open the next sections.

**Senator Van Hoy:** There are people in the Registrar's Office who are notifying the department chairs when the waitlist seems to be growing.

**Senator Johnson:** Okay.

**Senator Gilstrap:** So the waitlist must automatically be on now, because before, they were not automatically on.

**President Insch:** Theoretically we were told that they have always been on; whether or not...I can only tell you what I've been told.

**Senator Johnson:** I had to email our secretary to turn mine on.

**President Insch:** I believe the plan is, and the Provost is with us later and I'm not sure if Scott is on yet, to probably answer that directly. That is from my understanding, but I can be soon corrected.

**Senator Johnson:** Just for everyone's information, we should also check if the waitlist goes up. So, mine would start at five, right? So six students sign in, and six students couldn't. So if open sections are based on the waitlist numbers, people need to make sure the waitlist will go up to 20 or 30, or whatever that threshold is for them to decide to open a new section. Because like, I would have the six students, and then I would have to email the secretary again and say, can you make it ten, can you make it 20? I just want people to be aware of that because if that's the plan, we need to have students be able to get on them without faculty needing to manually identify that the waitlist needs to be expanded. So we should make sure that that's the case.

**Senator Allred:** So they don't know how the Provost schedules it, right? Is there any information that keeps me informed that the waitlist might actually go to another section?

**Senator Van Hoy:** The Graduate Council Executive Committee met with the President today, and that topic did come up.

**Senator Allred:** Do they know how to get on?

**Senator Van Hoy:** They don't necessarily know the rationale.

**Senator Allred:** They don't know...*[Indecipherable]*...and another section below that.

**Senator Van Hoy:** Right.

**President Insch:** I believe Scott is listening carefully and probably taking copious notes. So, we will reinforce that, that maybe we want to reevaluate the system and communication to the waitlist system. I concur both of those comments, though.

**Senator Jayatissa:** Did you talk about budget reduction?

**President Insch:** We didn't because that was not brought up to me. I think mainly because that is probably a conversation that's happening at Grad Council directly, rather than Senate.

**Senator Van Hoy:** The Graduate Council Executive Committee met with the President today, and that topic did come up.

**President Insch:** Good to hear that the Graduate Council Executive Committee met with President Postel today and that was the topic of the agenda. Are there any questions happening over here that I'm not seeing? So I'm not seeing any more questions.

**Past-President Bigioni:** There is a question, "Where is the meeting being held on Tuesday?" That would be the town hall.

**President Insch:** Yes, sorry. I thought I read it in the Executive report. It is in Field House 2100. Thank you for that question. I appreciate that very much. Great. President-Elect Rouillard want to give a quick update on this.

**President-Elect Rouillard:** I'll keep my comments brief. SB 83 was introduced in the workforce in Higher Ed. Committee last Wednesday. It was also the first hearing for proponent testimony in favor of the bill. Tomorrow there will be a second hearing for proponent testimony on the bill and sometime around mid-April, there should be one hearing on opponent testimony for the bill. You can also submit written testimony to the committee. You can also write to individual senators as well. Here's the thing that concerns me the most about the bill. I see it as both an attack on faculty and attack on academic freedom. The idea that each institution will need to issue a policy that states that it will not consider controversial issues. That it will not consider specific ideologies and specific concepts sounds on the face of it. You know, 'well, it's like the institutional level, where's the bite to this, where's the problem with

this?' But if you read the bill further, you'll discover that not only does it charge the institution with not discussing these topics. But it also insists that any individual who is under the jurisdiction of the University who brings up these topics, should be both recorded and sanctioned. Controversial subjects as described in this bill can include things such as sustainability, social justice, environmental concerns, climate change, gender identity, a plethora of items that are essential to all of our disciplines. I teach French culture. There is no way that I can teach French culture and colonial history without talking about oppressors and the oppressed, and those are specific terms that would be outlawed in this bill. I don't know how our environmental science programs can avoid talking about climate change. I don't know how our social work and sociology programs can avoid talking about social justice. So, there are many things to be concerned about in this bill that I think is the most egregious. There are also items that call for post-tenure review, which of course, we already do. Clearly, they are not well-informed about what Ohio universities are currently doing. It's been described as a 'potpourri of a jungle' of things that have been put together in the same bill. Senator Ingram in her remarks to Senator Cirino asked the senators what problem he was trying to fix with this bill. He very clearly said that he was trying to address the issue of indoctrination of students by universities and by faculty. He claims that he has spoken to numerous people around the state. That he has heard testimony from students and their parents that this has been the case. So, it remains to be seen how we will, in fact, demonstrate that at the next hearing. So, I would encourage you to read the bill, contact your senators and tell them what you think, attend the town hall meetings so that you can submit comments that the President and Government Relations can also submit as they have these discussions with the IUC. Thank you.

**Senator Jayatissa:** Should we contact the senators by our UT email or personal email?

**President-Elect Rouillard:** I would do it under my own outside email.

**President Insch:** The question was asked whether to use your UT email or personal email and President-Elect Rouillard's response was, it would probably be better to use your personal email.

**President-Elect Rouillard:** But, it is worth pointing out that if this bill were to pass, and you were in fact to make a complaint about a public controversy using your UT email, you would then be subject to being sanctioned by the university. So, it behooves us to pay attention.

**President Insch:** Right. So again, it's kind of preliminary important to kind of be informed. And certainly, reach out to your local representatives and contact members of the Senate Education Committee as well. They will listen to your voice if there's enough people that are saying this. So, I sincerely hope that we all do that. Obviously, come get re-informed, come show our support at the town hall meeting and other meetings that will happen over the next two or three months to kind of get ourselves in the right spot.

**President-Elect Rouillard:** Let me also point out that Senator Cirino wants to fast-track this bill. So, I wouldn't wait too long to contribute your comments.

**President Insch:** Right, which is why we're trying to get the meeting as soon as possible. We would like more time to plan, but we have got to get going. So, hopefully, I'll see you on April. 4<sup>th</sup>. This is just the

beginning, so 'stay tune' as they say. I believe next on the agenda is Provost Dickson, and I can see her, but I'm sure she's here---

**Provost Dickson:** I am here.

**President Inch:** You're on.

**Provost Dickson:** You stole most of my talking points, President Inch. Good afternoon, President Inch, President-Elect Rouillard, Executive Committee and Faculty Senate members. As is generally the case, we're working on many different things here in the Office of Academic Affairs. Before I begin with my updates, I'd like to congratulate the University of Toledo Department of Art and the Department of Theater and Film for receiving the American Rescue Plan Act Grant. The Arts Commission of Greater Toledo in partnership with the Lucas County Commissioners and the City of Toledo have awarded the two departments a sum totaling \$150,000. UToledo is one of 37 that received this grant. So, congratulations to the faculty in those departments. Additionally, as many of you have read, a huge congratulations to Dr. Karen Bjorkman who's been named Fellow of the American Astronomical Society. She is recognized for original research in publications, innovative contributions to astronomical techniques or instrumentation, significant contributions to education and public outreach, and noteworthy service to astronomy. She joins the fourth class of American Astronomical Society Fellows to receive this award. So, congratulations! And always a huge shout-out of appreciation to all the faculty on the work you all do with our students and in your professional areas.

So, a couple of the areas: The dean surveys have been completed and processed. It's my understanding that all faculty who participated will receive a report from the Faculty Senate. The Office of the Provost has reviewed the feedback and appreciates your input that was provided by the process, and I expect it will inform the conversations I have with the deans about their performance this year.

There was a conversation about fall and spring schedule. We continue to work with the colleges on those schedules. There have been some questions, and President Inch addressed most of them. Most recently, the questions have been about the hidden core sections. Understand that there are approximately 100 sections that remain hidden. That is an average of about 10 per college. So, it's not a huge number of courses. The courses are presently hidden for one or two reasons. The colleges have either requested the section be hidden in order to manage their curriculum, or there are multiple sections in the same course being offered. So, we'll continue to work with the colleges and streamline the course offerings in an effort to meet the educational needs of our students.

The conversation of Senate Bill 83, is an important one. We're working closely with the IUC to provide feedback to the sponsor and we're also currently soliciting feedback. So, you've heard about the **town hall** on April 4<sup>th</sup> at 2 o'clock in Field House 2100. There also will be a WebEx or Teams option for those of you who can't attend in person. Diane Miller, who has been involved at the state level with the other IUC schools will be presenting, along with other members on campus. So, I encourage you all to attend and participate in this town hall. It is a very, very important legislation that I suspect will change based on feedback.

In terms of the budget, we continue to move forward on the budget process for the next fiscal year. The Office of the Provost has met with all the deans. And I think, thanks to your very hard work in your colleges, we have achieved the budget targets we've been given for next year while also closing the previously existing budget gap. It has been a heavy lift. I know there's been a bit of frustration about the budget process, also about the IBB process. They don't always go hand-in-hand as we're finding this year in terms of IBB in a declining revenue environment. But given the frustration around the budget process, and in an attempt to be as transparent as possible, we have begun convening an academic affairs budget group as you heard about. I'm not sure that we'll be able to answer college level questions, but hopefully you'll get us all on the same page on important and key issues related to the academic budget. And I'm looking forward to getting that started.

So, that's my update for today. I'm happy to answer any questions at this time. And thank you all again for all the work that you're doing.

**President Insch:** Are there any questions for the Provost?

**Senator Jayatissa:** I want to ask this question because this is the most college crisis all over the campus. Now the budget is cut by 30%, and sometimes it is pretty close to 40%. Now is the time for student admission and nomination programs. Now this is a very serious issue because if you do not have enough teaching assistance for the programs, our faculty, our...is going down. For example, my son is going to be teaching at a school which, for every 20 students, has one teaching assistant. But here, I am teaching 90 students, and 90 students have only one assistant. The problem is not only that, because we do not have students. For example, the College of Engineering, Science and Medicine, I think, we do not have..., I think...*[Indecipherable]*.... So, therefore, I think the whole time of the cutting of medical instrument TAs really provide...that cannot be recovered. I would like to request for the administration to consider, re-consider any kind of reduction. Sometimes we have to sacrifice our resources. We stopped our food and now we stop our parties, but we will not touch...Graduate School. So, what do you think about that? I would like to see and hear from administration. Because our college...good for that college. Thank you.

**Provost Dickson:** I have to say my microphone is not good and I had caught about half of what you said. So, I apologize for that. Something about your child. And did I understand that you were concerned about TAships? Is that what I heard?

**President Insch:** I can summarize. The issue with his son, is his son is at a school where they have a TA for a class of 20. Here, we have a TA in a class of 90. So, only has one TA. So, it is really about the TA budgets and the Graduate School budgets we cut. And the last part was, well, you can cut other things like party celebrations, but we shouldn't be touching graduate assistant budgets. Did I represent that properly?

**Senator Jayatissa:** Yes.

**President Insch:** Again, Graduate issues and what are the discussions happening?

**Provost Dickson:** So, I am going to say that we are not--- the Provost Office is not getting involved with the college budgets at that level. What we need to do is prioritize our student's education while we're also balancing resources. So if the TA budgets are being changed or dealt with, it is the college that is making those decisions. The unfortunate thing is, at this moment in the institution we're dealing with a declining resource base. The few conversations I had with deans about TAs has been about how to ensure that we are able to keep the TAs and that we are able to keep them working well. And so, I think there is a desire not to make any significant changes. But, it's important that you all know that these are college level decisions and so these are discussions you should be having with your deans and with any college committees that you have. The other thing, I think I heard President Insch was something about celebrations for faculty or parties, or something like that. I'm sorry.

**President Insch:** It was an area that can be cut rather than cutting tuition, TA's and graduate assistants. Cut the party budget and those other celebration activities, which mostly been done already.

**Senator Green:** Where are the parties at? <laughter>

**Provost Dickson:** I don't have a party budget; I'm going to tell you that right now. You know the last reception we had for faculty, which I think is essential. Those kinds of things are essential. We did it very much on the cheap, in terms of holding it at a space where we can bring our own food. We didn't have to use Chartwells We decorated the tables. We tore down the tables. Those of you who were there, saw us all, including the Provost breaking down the furniture and loading it up. So, I will say, though, that celebrations of the work that you're doing, and acknowledgements are essential. We don't have to do them expensively. Also note that this year, I don't know if you all know this or not, but my division will note that I did not have an expensive holiday party. We had a very small event over in the Student Union. I do have an event for my staff every couple of months, I pay for it out of pocket because I don't think the institution should pay for it. So just last week I bought them all pizza. The month before, the few that showed up after work, I took them to Phoenicia. I told them they had to buy their own drinks and I paid for the appetizers. So, you know, I think there's a lot of that going on.

**Senator Jayatissa:** I didn't say that about the ceremonies. You can cut some areas, but don't cut the budget for the TAs, that's what I want to say... *[Indecipherable]*...Graduate Studies...

**Provost Dickson:** Scott Molitor is going to have to address that. But I think the point, if I can just sum-up your point -- and then I'll let Scott speak to that -- is we have to be careful in terms of how we prioritize our resources. I think we need to be mindful. And Scott, I'll let you address the Graduate Studies concern.

**Vice Provost Molitor:** Thank you. As part of the transition to the IBB budget model, the budgets for Graduate Student funding have been transferred to the colleges. The colleges are now responsible for determining their own budgets for funding graduate students and their allocations. The College of Graduate Studies no longer has any decision or authority in this process. The only funding we retain is tuition funding for students that are on research grants where the funding agency won't pay the tuition, the grant funding level is too low to cover the tuition, or to cover the out of state tuition which can't be covered on grants.



**Senator Avidor-Reiss:** I have a question. We are currently in the process of hiding the classes that you mentioned. The last time we had a disaster and hopefully this time it is going to be handled better. So, my question is the following. When we hide classes, do you first communicate with the chairs and the departments before you hide and after the discussion, in conclusion hide them? Or vice versa, you first hide and then you wait for the action and then change?

**Provost Dickson:** Good question. Scott has his hand up. I'll let him address that because he's the 'king' of this.

**Vice Provost Molitor:** As Tomer correctly pointed out with the Summer schedule, we hid classes first and then told everybody after the fact, because we were dealing with the urgency that registration was going to open immediately. So, we had to do it that way. With Fall and Spring schedules, we first sent out a list of courses that we proposed to hide sections based on again, our enrollment projections. Then we received college input on this list. No hiding of sections was done until the associate deans and the deans' offices reviewed and approved. I didn't send it out to all department chairs. I would hope that the individual college dean's office communicated with their department chairs on their choices. We went back and forth, and arrived at a list of sections that would be hidden. And again, we have been honoring requests to open sections if the demand warrants or if there's a schedule conflict that can't be overcome, things like that.

**Senator Avidor-Reiss:** This is good to know because we have something else. It's good to clarify that. It can be again, the issue that you communicate with deans, and it's not always the process with the chairs and the department to be very clear. So, I think it's a point that needs to be clarified and make it easier, so everybody would be happier with the process.

**Vice Provost Molitor:** Understood. Thank you.

**President Insch:** Senator Hefzy, I think you had your hand up.

**Senator Hefzy:** Yes, I have a question. This is maybe for Dr. Molitor. The question is: We appreciate the hard work of Dr. Molitor. Everybody has received budget cuts, and so I'm assuming the office of Dr. Molitor is going to face budget cuts [too]. The issue that I'm very concerned about is tuition for the RAs. I know units, including my department, the RAs did not decrease. And hence, I am very worried about if RAs don't decrease, but your office budget, including tuition for RAs is going to be cut. So, what do we do?

**Vice Provost Molitor:** Samir, thank you for the question. I will state this unequivocally for the meeting minutes. The College of Graduates Studies will meet its obligation to fund students on research grants as laid out by our current policies. I've already informed Finance if my colleagues are very successful in securing research grant funding, we will be coming back and asking for more tuition money. So this budget is protected and we will honor our commitments.

**Senator Hefzy:** Thank you, Dr. Molitor. Thank you, Provost Dickson. Thank you.

**President Insch:** Thank you, Vice Provost Molitor. Are there any other questions for the Provost? I'm seeing and hearing none. Thank you so much, Provost Dickson. I appreciate all that you're doing for us. Thank you, Vice Provost Molitor and all of your team over there in Academic Affairs. All right, so we will move on to the next part of the agenda, which is the Undergraduate Curriculum Committee, Chaired by Senator Edgington. I believe Senator Edgington is online. Is he here?

**Senator Edgington:** I'm here.

**President Insch:** Okay.

**Senator Edgington:** Can you hear me okay?

**President Insch:** Yes.

**Senator Edgington:** All right, I'm going to go ahead and share here. Okay, so for today, we have six courses. We are taking a look at one new course and five course modifications. Our one new course is **Nursing 3320, Medical-Surgical Nursing 2**. "The purpose of the course is to focus on care of adult persons in medical-surgical environments in the community. Course materials will assist with knowledge required to care for these persons."

### Course Modifications

**Senator Edgington cont'd:** Then our course modifications. The first is **NURS 4620, Precepted Clinical Practicum**. "Change to contact hours (adding in .2 lab hours). Adding Lab and Practicum as Schedule Types. Change to prereqs (eliminating current prereqs, adding NURS 3310, NURS 3320, and NURS 4630). Eliminating NURS 4510 as co-requisite. Updated syllabus. Updated SLOs. NOTE: 1. The credit hours for this course remain the same but are distributed to include a lab component for simulation. a. This is consistent with the Ohio Board of Nursing requirement that clinical hours cannot be used for simulation (except in the case of Obstetric or Pediatric specialty courses), while lab hours can be used for simulation, other planned activities, or clinical experiences."

**CTE 5140 (4140), Cooperative Education.** "Course will no longer be offered at the undergraduate level."

**EECS 4180, Computer Networks.** "Change to credit hours (from 4 to 3 hours). Eliminating Recitation as Schedule Type. Change to prereqs (eliminating EECS 2100; addin EECS 2110). Updated syllabus. Updated SLOs."

**ENGT 3600, Engineering Economics.** "Redistributed contact hours (moving from 3 lab to 3 lecture). Registration restriction allowing for Sophomores, Juniors, and Seniors to register for class. Updated syllabus. Updated SLOs. NOTE: CIVE's request to allow SO students to enroll

And finally, **DST 4000, Global Issues in Disability Studies**. “Applying for WAC Status (granted with some syllabus changes). Updated syllabus.”

**Senator Edgington cont’d:** Those are our five course modifications and our one new course proposal. Are there any questions or comments on any of the courses? Okay, hearing none. I believe we can proceed to vote. So, if you are online, go ahead and put ‘yes’ in the Chat if you do not approve, ‘no,’ if you do not approve, and ‘a’ if you abstain. In the room, please say ‘yes,’ if you approve these new course proposal and course modifications.

**Group of Senators:** Yes.

**Senator Edgington:** Please say ‘no,’ if you do not. Please say ‘a,’ if you abstain. Looking at the Chat, I think we are okay. I think we are all good. So, thank you all very much. *Motion Passed.*

**President Insch:** Thank you, Senator Edgington. Now we will move on to the Programs Committee, Senator Lawrence.

**Senator Lawrence:** All right, just give me a second here and I will share my screen. Do you see that okay? Are we good to go?

**Vice Provost Molitor:** Yes, we can see it.

**Senator Lawrence:** Thank you very much. We’ve got two sets of proposals to present from the committee today. Let me first go through the program modifications, and then we can raise or adjust any questions and vote on those. Then we’ll move on to the new program. So, the first one here, we have a program modification, **English - Creative Writing Concentration**. Sort of a complex of sequencing of moving around course requirements. These are changing requirements within the concentration of the major. It impacts six classes. They’re adding a new required course, 310. They’re changing their distribution of course requirements, including their electives at the foreign level workshops, their creative writing elective. Then the last of those six courses provides an option to take 3020. I’m sorry, let me back up for a second. Those are being removed. The new changes are to clarify the ENG requirement of 3010, 2 – 4000 level workshops, 1 creative workshop or elective, 1 creative writing elective, and then ENG elective (3000/4000). So, it is a change in the types and distribution of the six classes within their concentration. All those courses exist, it’s just redistributing and giving students various options to configure those six courses.

**President Insch:** Senator Lawrence, we lost your sharing of your screen somehow.

**Senator Lawrence:** Okay. How are we looking now? Are we back up?

**President Insch:** Yes.

**Senator Lawrence:** Okay, so I went over the description of the English Creative Writing Concentration change. The next one is a change to a **BA in French**. This is a revision of electives to allow a choice from either French 1080 or 1090 or 3400. It’s adding an elective option for the student to select within that

major. Next is **Religious Study BA**, the removing a course, which is no longer offered. Removing Religious 2300 from the program concentration choice of electives. It doesn't change the hours and number of electives. It is just a course within a list that students could choose from. This course is no longer available. **Constructive Engineering Technology** is a program modification. Physics is no longer offering certain courses, so they're doing a substitution, adding in Physics 2070 and Physics 2020 will be substituted for two other courses that's no longer being offered by the Physics Department. So they're taking two out and adding two replacements in. It doesn't change any other requirements for the degree. Mechanical Engineering, (**Electrical Engineering**) has the same change as is **Mechanical Engineering Technology**. Those are all the same fundamental changes. **Civil Engineering** is replacing an existing course, MIME 2600 with ENGT 3600. That course fits the topic more appropriate to meet the degree requirements in this particular program, and they are adjusting the Civil Engineering program outcomes under the learning objectives, has been updated as well with that. For **Environmental Engineering**, they are replacing EES4450 with CIVE 4670. EES4450 is no longer being offered on a consistent basis. And the other course is a better fit with the accreditation requirement for the program. The final modification is in **Recreational Therapy**. It's a change to the hours in the major. Their adding nine new courses, all of which have already been approved by Faculty Senate. They are removing other courses and then a net reduction in total hours for the degree from 125 to 120. I will share with you the reading of all nine courses, except for to say, they already all exist.

Any questions before we move to vote on the program modifications? Anybody can watch the Chat in case anything comes up there. I don't see any. I think we're probably good to move to a vote on these program modifications. So that would be a 'yes,' 'no,' or 'abstain' verbally in the room. Or those online in the Chat, write 'yes,' no, or 'a' for abstain.

**President Insch:** All yeses here, Senator Lawrence. *Motion Passed.*

**Senator Lawrence:** Okay, we can move on. We have four new program proposals. All pretty straightforward. I don't think there's any issues here, so let me just give you the highlights. Out of Business we have two new Minors in Digital Marketing and then a Minor for non-business students. Digital Marketing Minor is 12 hours with three required courses from that list that's provided there. For the Minor for non-business students, Digital Marketing-Minor, 15 total hours, four required courses from that list that's been provided there. These are all existing courses, of course. We then have a new Minor in Environmental Engineering. It's 15 hours, nine hours required. There are three required courses in Civil Engineering and then six hours electives from a list provided to the students. And our last one is another new Minor in Health Humanities out of the College of Arts and Letters. This is 18 hours. It's three hours required course selecting from DST 3030 or WGST 3600, and then 15 electives from a rather long list of courses from a variety of programs that would match/meet the requirement to get to the 18 hours. All of these new Minors in existing colleges had included consultation where relevant, or where possible with other programs and colleges that might be any overlap. There are no issues presented with any of these in terms of duplication, or concerns from other programs or colleges related to these. Any questions on these four new program proposals? Hearing none---

**President Insch:** We have one question, Senator Lawrence from Senator Jayatissa.

**Senator Lawrence:** Okay.

**President Insch:** So, Senator Lawrence, the question was, do you have justification for the course modifications? In which program, Senator Jayatissa?

**Senator Jayatissa:** Civil Engineering. Was there a justification why?

**Senator Lawrence:** Just give me one second and I'll pull up the more detailed work here. I'm sorry, this is in Civil Engineering?

**President Insch:** Yes.

**Senator Lawrence:** Replacing MIME 2600 with ENGT 3600. ENGT 3600 covers engineering economics topics from a project management perspective. This is more suited to the Civil Engineering program.

**President Insch:** Thank you, Senator Lawrence.

**Senator Lawrence:** Any other questions? All right, then if we can proceed to a vote. Vote 'yes,' 'no' or 'abstain' verbally in the room or in the Chat. Thank you.

**President Insch:** All in favor?

**Group of Senators:** 'Aye.'

**President Insch:** Any opposed? Any abstentions? All 'ayes' here in live. *Motion Passed.*

**Senator Lawrence:** That concludes the report. We will have some more for the next two Faculty Senate, but we're plugging away at the remaining proposals in our queue and CIM. Thank you.

**President Insch:** Thank you much, sir. I really appreciate the hard work that your committee is doing and Senator Edgington's committee as well. Moving on to the agenda now. We will go to the Core Curriculum Committee and Dr. Johnson.

**Senator Johnson:** So, everybody can see that screen, I assume. I guess I can't see the screen. It's funny when people speak from here, they say, 'I can't see the screen,' and I never believe them. But it's true. So, I'm going to pull it up here. I have these in alphabetical order. We have a lot of pretty perfunctory kind of changes to the core where it's like, course title change, the things that seem pretty easy. There was one new class that if we want to discuss, we can, but I'll just go through these pretty quickly. The first one is **ANTH 2750**. It is already in the core and we're changing the course title name. So now it is called the **World Prehistory**. The second one is **ANTH 3920, Indians of North America**. They just removed the pre-requisite, which was ANTH 2800. They removed that prerequisite from the course. **BIOL 2170, Fundamentals of Life Science**. This was 4 hour course. They changed this to 3 hour lecture and 1 hour of recitation to presumably help student outcomes there. **CHEM 1240, General Chemistry II**. This will remove pre-requisite, CHEM 1300 from the course. We also have **COMM 2000**. This one is a name

change of the course, **Media Communication and Society**. It was **Mass Communication and Society**. We also have a new one. This is the only one that is new to the core, is **HEAL 2100**. This been an existing class for five years. They would like inclusion in the core under the Social Sciences category. The next one is **PHYS 1100, Our Physical World – Matter & Energy**. This one was an alpha code change. The same one with a different prefix. Same with the next one, **PHYS 1110, Physical World Laboratory**. It is also a change in the Alpha code. And then we have REL 2500, Islam, which what used to be called, Intro to Islam. That is just a name change there. And then finally **SOCW 1030**, which was the Introduction of Social Welfare. Indication. It had a couple of changes to reflect new accreditation standards. So, all pretty easy and they all passed the committee. I guess if there's any questions---

**Senator Van Hoy:** Was there any consultation with other colleges?

**Senator Johnson:** Yes.

**Senator Van Hoy:** When I asked my department chair (in Sociology/Anthropology), he said no one had ever reached out to them. We teach social science courses about health clearly, and there are definitely concerns about this course.

**Senator Johnson:** We had asked them to. This class has been going through the committee for over a year now. And so last year was the same committee, which has, I'd say about 75% of the same people on it, send this class back and rejected it last year. One of the feedback that they gave last year was to consult with colleges, that kind of thing. So, our understanding is that they didn't consult with the other colleges. So they did consult with those colleges and the Provost Office as well.

**President-Elect Rouillard:** But there's been no consultation with sociology. And has there been consultation with the College of Arts and Letters?

**Senator Johnson:** I assume so. I can look. I do have some people from this college on the call. If they want to chime in, they can. We did send this class back in February and asked them to consult with colleges and they came back and said they did. So, whether or not the faculty are aware in the room, I don't know. But the chairs were essentially aware.

**Senator Van Hoy:** I asked around in Arts and Letters and heard that nobody has been contacted.

**President Insch:** So we have Jami Taylor and Renee Heberle, who would like to chime in. Call one of them.

**Senator Johnson:** Renee, go for it.

**Dr. Renee Heberle:** Sorry, I thought you would do Jami first. I just want to make it clear that I'm not a sitting senator. I had a look at this, at the request of some colleagues, in the Social Sciences here in the College of Arts and Letters. One of the things (and I think other people will speak other concerns) I looked particularly at was the textbook. And it doesn't appear to me, and I'm just going to go all substantive here. Right? I think other people can sort of talk, speak better than I, to the logistics, to the transfer module, to how this is going to work in the context of this is going to work in the statewide requirements and things. The textbook for this class was written by consultants, who make their living

and made their living while they were putting this book together, selling a version of wellbeing. They're consultants. They wrote it not as social scientists, although one has a PhD and they include a lot of research. But the textbook is advocacy for a particular approach to this. I don't think that's appropriate for social science core course. I don't think this class, given that it relies on textbook, should be included in the core. It probably has value in our curriculum for sure. But not as a social science course. It's not using literature and social science primarily. The other thing that I wanted to say about this course and call into question is, well, it's just to say that a social science class calls something into question to focus on how it might be studied. But this course advocates for a particular approach, essentially using this textbook, and also in all the ways in which it addresses the students and ask them to do things. And I think any course in the social sciences in the core should advocate for singular approach to understanding. What I think of is, this course is representing a relationship between itself and the world. Whether that approach is described as wellness, wellbeing or one that helps us grapple with racism for example. So, I have serious concerns about the content of the course in that sense as a social science course. I'll leave it there and let others speak to it.

**Senator Johnson:** Yes, the committee did discuss the textbook actually quite extensively. You know, the committee felt okay with it. Obviously, we bring things to the Senate and if people want to talk about it, they can. But we looked at the texts and looked at the other things. That was something we did consider as a committee. If you also look at other writings in the behavioral social sciences, and kind of health sciences in terms of academic literature, they do look at evidence and things like that in the class. And we did look at the text. So yes, thank you for bringing that up.

**President-Elect Rouillard:** I looked at the syllabus for the recent submission, and it's identical to the submission made in December when it was tabled. There were no changes to the syllabus.

**Senator Johnson:** This committee did not bring this to the Senate in December. We first looked at it in February and there were other issues rather than the syllabus in February.

**President-Elect Rouillard:** But it was rejected the first time.

**Senator Johnson:** It was sent back for clarification the first time. It was never rejected.

**President-Elect Rouillard:** It was sent back for modifications, but there haven't been any modifications to the syllabus that would highlight why this would be a social science course. But I also read the adjoining document and it is still not convincing to me. I mean, even on the first page of the ancillary document, provided introduction to social science theory. Or methodology as one of the requirements for core curriculum and social science. It says social wellbeing theories. That's not social science.

**Senator Johnson:** I mean, I think if you look at the breadth of classes that are in our social science core, you could argue that about some of the other classes in that core. So the question is to identify whether this is social sciences. There are people on the committee that have been on the Core Curriculum Committee for, like, a decade, and they look at the core every year, all the time. I guess, I don't know what to tell you, but it depends on how you define it, I think. Some colleges use narrower definitions more than others because they benefit from it more than others. But I do think it was something that we

closely looked at, right? We don't make decisions like arbitrarily. We have been looking at this for over a year now, and we did not send it to the Senate in December of this year, So I just want to point that out. It wasn't the syllabus that we had a large problem with. And this is our first time that we have brought anything to the Senate this year.

**Dr. Joe Dake:** Dr. Johnson, this is Joe Dake. If I'm able to speak to a couple of things, I'd be happy to.

**Senator Johnson:** Yes, that would be great.

**Dr. Joe Dake:** There are some differences in the syllabus in that there were some language about being a leader in the given field. And because of that language about being a leader, it wasn't really a leadership course. But we said that we made the changes to eliminate the 'being a leader' language and just being a successful person in their chosen field. And then we asked the College of Business to look at it to make sure that there weren't any continued concerns with the use of leadership. So, there are some changes in that regard. As it relates to the social science, I think some of this comes into what people's perceptions of definitions of social sciences are. In our university's catalog it specifically states, "In order to qualify for curriculum in social science, a course need not to contain all of the elements but should strive for a preponderance of the following criteria. And there are eight criteria laid out and then five outcomes that courses should meet. The committee reviewed a four-page document that delineates their justification for how it meets each of those for the social sciences, including different social behavioral health sciences because the area of public health actually is a social and behavioral science as well. And so, we identified how it needs those, some of the different social science theories we use around health, including the book, which I understand what the one senator had mentioned as a concern. It depends on how you define what a social science book is. There is an entire chapter of the book that talks about their place in society and how society is impacted by the health and behaviors of individuals. And we also supplement with additional social science literature through journals. As it relates to the conversation regarding the state and how they look at it, during the last send back, we sought clarification from the Ohio Higher Education, and we met with the committee that actually reviews the core curriculum for the state since ours is in line with the state. We did receive clarification from Stephanie McCant as we met with her and her staff. They identified that there are no discipline specific requirements for any social science as long as they meet the core in the identified criteria. Even in our own core, we have three different colleges and a variety of different content areas from anthropology, and archaeology, to disability studies, microeconomics, race class and gender, intro to gender studies. If you look at these different textbooks that are required in many of these classes, they may not also fit that same—like, the social science, if you're looking at social science, as a sociology textbook. We were not using that as our definition. We were using what's in the University catalog for core curriculum requirements. So, hopefully that helps to clarify.

**Senator Johnson:** Is Jami Taylor still waiting to say something?

**Senator Taylor:** Waiting patiently.

**Senator Johnson:** Yes, go ahead.



**Senator Taylor:** First, can you pull up this proposal?

**Senator Johnson:** Sure. Do I send it to you, Quinetta? Is that how it works?

**Senator Gilstrap:** The committee reviewed this already.

**Senator Allred:** That's how it works.

**Senator Johnson:** I'll send it to Quinetta.

**President-Elect Rouillard:** I can pull it up.

**Senator Johnson:** Okay. Do you have anything particular in the proposal we need to find?

**Senator Taylor:** Well, I mean, I think it would be helpful for people to see it and then I'm going to ask can I share my screen.

**Senator Gilstrap:** Should we just call the question?

**President Insch:** Well, there are two ways we can do. Why don't we just vote on the others?

**Senator Taylor:** Can we look at the content of the class and learning objectives? In the catalog description.

**President-Elect Rouillard:** Okay. So, here's the catalog description.

**Senator Taylor:** Okay.

**President-Elect Rouillard:** And you want to see the syllabus now?

**Senator Taylor:** Yes, that would be great.

**President-Elect Rouillard:** Let me see. I don't know if it is going to open the right one, or not. I've got it. So here is the syllabus. Here is the description. Here are the learning outcomes.

**Senator Taylor:** Does this kind of read as a self-health class if you're assessing your own wellbeing, your financial wellbeing, social wellbeing, that sort of thing? Is that correct?

**Senator Johnson:** No.

**Senator Van Hoy:** Yes.

**Senator Gilstrap:** No.

**Dr. Joe Dake:** I think that's a perception that you may have. I don't think that's how the course is laid out as a self-help course.

**Senator Taylor:** I mean, that's what it says.

**Senator Johnson:** But---

**Senator Taylor:** Okay, can I share my screen now?

**Senator Johnson:** Is that my decision, right?

**President Insch:** Yes.

**Senator Johnson:** Sure.

**Senator Taylor:** How do I do that? Okay, if you go to the Ohio Transfer 36, for your introductory classes. Here is what it says for the social behavioral sciences. This section right here. We are looking at courses that explain the behavioral of individuals in the various groups, societies, economies, governments, and subcultures through empirical investigation theoretical interpretation. That doesn't really look at that sort of self-health stuff.

**Senator Johnson:** Well, this isn't a transfer module issue, right?

**Senator Gilstrap:** Not all core classes are in transfer module.

**Senator Johnson:** That is not our priority. I mean, that is not our purview, the committee's. So, you bring it up with someone else.

**Senator Taylor:** I mean, shouldn't classes in the core be in Ohio Transfer 36?

**Senator Gilstrap:** That's not a question that we're asking.

**Senator Johnson:** Yeah.

**Senator Taylor:** That's a question I'm asking. I have the floor. When you go into the Ohio Transfer Module, the tag course descriptions, health is not included under social and behavioral sciences down there. That's just for one. When you look at this transfer information, there's nothing in here that even looks close to that course in the transfer.

**Senator Johnson:** Well, the transfer module is not part of the Core Curriculum Committee decision. I understand that you think---

**Senator Taylor:** Can I make my last point and then you can have the floor back? The courses that we have in the core curriculum need to be transferable to other universities or we're not doing our students a service---

**Senator Gilstrap:** We already discussed this.

**Senator Taylor:** Because so many of our students transfer to other schools, particularly the CC Plus students. And if we're having things in the core that they can't transfer, we're hurting our students. We shouldn't hurt our students.

**Senator Allred:** What I hear you're saying, is the committee has discussed this. The committee is not a deliberate body. The Senate is a deliberate body.

**Senator Johnson:** We're deliberating now.

**Senator Allred:** It's a fair question to ask as the Senate, whether or not we want to put our students in position that a class that we've told them was formed as social sciences wouldn't qualify for a transfer module for Ohio audit. That's a fair question to ask. You may want to disagree about it, but that's a fair question to ask whether or not the committee addressed it.

**Unknown Speaker:** The committee did address it.

**Dr. Joe Dake:** This is Joe Dake. May I have the floor for a moment?

**Senator Johnson:** Yes.

**Dr. Joe Dake:** This is what I had mentioned that we spoke with the Ohio Department of Higher Education, Stephanie McCann is the person who's in charge of the Ohio Transfer 36. So, we described the course, described the outcomes and she said, well, she can't make a unilateral decision because it goes to a committee. So how we described it and the fact that it addressed the different areas that are required under the state, then that would be perfectly fine. It doesn't matter if it's a health, if it's an economics, if it's a public health, as long as it meets the criteria. As part of our submission, we also have how it meets the Ohio transfer 36 requirements. So our full expectation would be to have this be submitted as an Ohio Transfer 36 submission for review by the state. And we already have that spelled out in our proposal. I hope that addresses the concern that Dr. Taylor brought up.

**Senator Johnson:** It does. So, because it's a separate mechanism to do that, you know, the college and the department, we felt had done the due diligence in already talking to the state about it and the transfer credit portion of it.

**President-Elect Rouillard:** But they didn't talk to the department that is most directly concerned, which is the Department of Sociology. They didn't talk to the College of Arts and Letters that has other social science courses that could create an overlap, or that this course could create an overlap. That's also a problem, right?

**Senator Johnson:** Nobody on our committee from either of those colleges brought up any overlap. It's something that the committee looks at and the committee is professional and did our jobs. I would like to point out the implications that we did slightly present. And so, we did look at this, but nobody from those

colleges talked about any overlap. If they want to bring it up in the committee, that would have been wonderful. They did not.

**Unknown Speaker:** I think Kim (Senator McBride) wanted to get in.

**President Insch:** Senator McBride, are you still there?

**Unknown Speaker:** I think she's---

**Senator McBride:** I sit on the Core Curriculum Committee, and I actually don't recall any substantive discussion about the textbook. There were recommendations made that other colleges were consulted, including Business. But I think also that was, you know, open to the fact that CAL would be approached as well. You know, I personally didn't see those things happen. So, Dr. Johnson, please correct me and let me know. You know, this could have been something that actually happened last year, but it certainly didn't happen, as far as I know, this year.

**Senator Johnson:** Yes. In terms of the textbook, that was the week we sent it back in February. There was a big discussion in February about that. It also came up in our email exchange, which I also had to share with Linda and Gary. And Linda, I have the email that said it looks like there was sufficient discussion. I can pull it up if you would like. I also have Minutes from our meeting where we talked about the textbook and about meeting with other colleges. I wrote in there what we discussed in terms of what to send back to them. And, of course, the entire committee was either at the meeting or read the Minutes as I sent them out 10 minutes after the meeting. It said we would like to send it back; make sure they talk to the College of Business because that was specifically the college that came up with a possible overlap. So it is in the Minutes that were sent to everyone on the committee. I didn't hear anybody say, please correct that and put into the CIM system that we want them to talk to other colleges as well. So, yeah, there are a few Minutes, which you can see.

**President-Elect Rouillard:** I remember the first time this was presented. I remember the sociology course (back then) expressed some concern about possible overlap.

**Senator Johnson:** That was the last academic year. That was not this committee.

**President-Elect Rouillard:** I remember in December of 2022.

**Senator Johnson:** I don't know. This is the first time I've talked to Senate. Maybe it was Melissa. It was not my committee.

**President-Elect Rouillard:** Well, I distinctly remember.

**Senator Gilstrap:** It was probably CAL's committee at that point.

**Senator Johnson:** It might have been Melissa's committee. It was not mine. I haven't had discussion with anybody in December. So, that wasn't this committee.

**President Insch:** Can we vote on the other classes that got off the agenda and then have a separate vote on this? Does that sound reasonable?

**Senator Van Hoy:** Senator McBride's hand is still up.

**President Insch:** Senator McBride, do you have something more to add? I'm sorry. Senator McBride, do you still have your hand up?

**Senator McBride:** Yes, and I think Senator Taylor does as well. One thing I would actually like to ask, and this is for Dr. Molitor and Dr. Paprocki. I think one thing that our committee found compelling was the fact that this course was brought to the Provost Office for vetting and what could be perceived to be an endorsement. And I'm just wondering if that's a practice that you are supporting, because it seems like the role of the Faculty Senate is actually to vet curriculum first, and then bring it to the Provost Office, and not the other way around. So I'm hoping that, that can be addressed.

**Dr. Joe Dake:** That is not an accurate reflection of what happened. The Provost was asked for clarification on whether or not the core curriculum was under the umbrella or ownership of the College of Arts and Letters or whether the general University piece. It was clarified that there is no college who owns the core curriculum. It is a general University core, which is why we did not send this health course to any other colleges for clarification. Because that would presume that this is a sociology course, or a social work course, or an anthropology course, or an economics course. It is not none of those things, which is why we did not send it for the same reason the Engineering didn't send their classes to us for review because it's not an overlap area. So, the Provost Office never gave us an endorsement. It was seeking clarification on ownership of the core curriculum.

**Senator McBride:** Dr. Dake, I would say that's not what was presented in your email, and I will stop there. Thank you.

**Unknown Speaker:** *[Indecipherable]* ...Business?

**Senator Johnson:** The College of Business was last year, the new title course had leadership in it, and so business has a leadership kind of concentration, or major, or something. And so last year's committee, which I was not on, said this might overlap with business, the leadership portion of the class. So that's why this year we wanted to look and make sure that they looked at that because that was an issue last year. They understood that makes a lot of sense. But as to social sciences and whether or not there is any overlap with other colleges, that is up to the members of the committee who represent those colleges to bring forward.

**Senator Allred:** I understand that makes a lot of sense, but the College of Arts and Letters does social sciences. And whether or not, it is owned by a college, I'm curious to get the clarification as to why it doesn't need to go to the college. It does seem kind of like, one college was not notified specifically. That's not five colleges that have membership. One college that has some expertise in social sciences that ought to have been consulted. And it sounds like there needs to be clarification as to not to consult them.

**Senator Johnson:** There's a reason that we have somebody from every college on this committee.

**Senator Allred:** You notified every person on the committee? There's a feeling---

**Senator Johnson:** But it was clarified today that we discussed it.

**Senator Allred:** Right.

**Senator Johnson:** We've been going over this for a year, and it was brought up in the committee and it was brought up today.

**Senator Allred:** Which is kind of stunning that this is just now coming forward. It should've been clarified prior to this.

**Senator Johnson:** As I mentioned, it was in the Minutes. I don't know what to tell you guys other than we can vote on this separately. I think we could probably vote today.

**President Insch:** Yes, just call it.

**Senator Johnson:** I think people probably [already] made up their mind, so we can vote. Let's vote on the 10, or something like that, kind of easy ones. Are there any issues with any of those before we vote on them?

**Senator Wedding:** President Insch, this is Don Wedding. Can I speak?

**President Insch:** Yes, of course, Senator Wedding.

**Senator Wedding:** I have the email that was sent to the committee from Dr. Dake. And it does not say what he said. It says, "Further remind myself, several colleagues met with the Provost Office, Scott Molitor and Angela and so forth." I'm paraphrasing it. I'm not reading it. "To seek clarification on what entails a social science course for the state." There was nothing here about ownership or all of that. It's simply, it was talking about what entails a social science course for the state. So, he was getting information from them that had nothing to do with ownership, so his testimony just now was not completely accurate. Thank you. And since I am on the phone, at the end of the day, I would like to be registered (when the votes come) as a 'no' vote for our approval of this. I think it's a good course, but not for the core.

**Dr. Joe Dake:** I would like a chance to respond, President Insch because I was addressed directly.

**President Insch:** Hang on a minute. Just hit your pause button for one second. Let's get these 10 courses out of the way because the discussion on this is no longer appropriate. There's a motion on the floor as presented by the chair. So, all in favor of approving the name changes, please put a 'yes' in the box or 'no' or 'abstention.' In the room, all in favor say, 'aye.' Any opposed? Any abstentions? ***Motion Passed.*** I believe that part has happened. So now, the question is, the motion is to approve HEAL 2100.

**Dr. Joe Dake:** I would just like to say that there was a conversation and a summary of a conversation where I say that I seek clarification --was just that. That's different than getting an endorsement by the

Provost Office. It was made clear by both the Provost Office as well as ODHE that health courses (as long as they met the criteria) would appropriately fit under a social science curriculum as a theoretical endeavor. It is not something that is owned by one particular discipline or college.

**Senator Allred:** That doesn't seem like a social science to me.

**Senator Gilstrap:** ...*[Indecipherable]*...

**Senator Allred:** Well, I mean, it's a question whether or not it captures the social science core.

**Senator Van Hoy:** This is the only place to do it.

**Senator Allred:** Yes. The core is owned by the entire faculty. That's all of us.

**Senator Gilstrap:** *[Garbled]*... or the rest of HHS.

**Senator Allred:** No, they're welcome to do it.

**Senator Gilstrap:** *[Indecipherable]*...

**Senator Allred:** I'm sorry, we shouldn't be questioning other people's motives. That is inappropriate.

**President Insch:** So, if I understand the conversation is that there is a discrepancy between whether this is the social science class or not. I think it would go back to CAL. That's basically what you're saying. I'm just trying to understand so please clarify for me, because 'I'm the dumbest guy in the room.' If we send it back to CAL, I suspect the response would be: This is not---

**Senator Allred:** I'm sorry, it wouldn't go back to CAL.

**President Insch:** So, I'll help you take a step farther back. This committee has a member from CAL on it and so as the Senate, we rely on the committee members to do that vetting for us. So when it gets to the committee, to me we have to rely on that person's response and the assumption, right or wrong. And it's not calling out who that committee member is, because I don't know who he/she is. And I'm sure they are doing their best because we are all volunteers. The assumption was that it came from the committee level and that person went and talked to people for people. So I apologize semantically, I mispronounced, which is what you're saying now. If the idea is, we want to go to CAL, the first time or twelfth time, whatever, then we can vote to table it and have that happen. Do you want to make that motion, otherwise, just proceed to vote. So that is where we are at. President-Elect Rouillard?

**President-Elect Rouillard:** I'd like to point out that in the course proposal form, there is a question that asks the sponsoring department, have you consulted other departments for possible overlap? And the answer was 'no.' I think we have to recognize the sponsoring department's responsibility in initiating those discussions about potential overlap. Senator Johnson, to your feeling that you are being attacked professionally, we're not attacking the professionalism of this committee. I think you did what you could, you had a discussion. But ultimately, when it comes here Faculty Senate has to take a vote. It's not

because you're a committee approved or disapproved. It is because the Faculty Senate has to take the vote. And Faculty Senate is not made up of just one college.

**Senator Johnson:** Correct.

**Senator Allred:** And then President Insch, to your point about will departments in CAL reject it. I mean, I think that it is quite possible that if they have this discussion that there could be ways the course be suggested for change. It would make it fit better.

**President Insch:** I don't disagree at all. Right now we have two options. I say to table it and have CAL present it with a numerical going after that or someone calls to table it.

**Senator Allred:** I call to table it.

**President-Elect Rouillard:** Second.

**President Insch:** If you are in favor of tabling the motion say, 'aye' or put 'yes' in the Chat. If you oppose say 'nay' or put 'no' in the Chat. And if you abstain, put an 'a' in the Chat or say 'abstain.' I believe the 'ayes' have it. *Motion to Table Passed.* I would just recommend that this happen quickly so that we can try to get this taken care; we only have two sessions left. So, that has been Tabled. Thank you, Senator Johnson for all your hard work.

**President-Elect Rouillard:** Thank you, Senator Johnson.

**President Insch:** All right, moving on, we have Rob Steven, Chair of the Constitution and Rules Committee here.

**Senator Steven:** Thank you, President Insch. I'm just waiting for Quinetta to pull that up. You may be wondering; didn't we just spend five years revamping the Constitution documents? While we did, we do have a Constitution and Rules Committee. There are modifications and tweaks that are necessary. So, we addressed three such changes or issues this semester, and we have some proposed amendments for you to consider that will hopefully resolve those issues. So, if we move up to Issue 1. The first issue was brought up by the faculty in the Jesup Scott Honors College where they were concerned that there is a bigger burden on their faculty in terms of numbers. They are a very small college with five or six faculty and most of the other colleges are very large. When it comes to filling the 12 standing committees, not college committees, but standing committees of Faculty Senate, they only have five faculty members. That's a big burden on that college. So, this is a change that we'd like to address within the rules here. The specific rule is highlighted in yellow where each Faculty Senate committee will consist of one representative from each college granting an undergraduate degree, and the University Libraries and the Jesup Scott Honor's College. To ease the burden, if we can scroll up a little bit more, we've proposed (our committee) that we add one more sentence that "Faculty from any college with fewer faculty than the number of standing Faculty Senate committees may waive their right to representation on select committees after consultation with the Faculty Senate Committee on Committees" This would ease the burden of smaller colleges and it also gives them some direction to consult with the Committee on Committees to sort out which



(committees) they would like to have some representation on. Is there any discussion on this? I would like to vote on all three for the sake of time at the end.

**President-Elect Rouillard:** Instead of saying, “waive their right to representation.” Maybe it could say, “shared representation with another college.”

**Senator Steven:** “Shared representation,” so are you saying another college will double-up on their contribution?

**President-Elect Rouillard:** No. Not the number of representatives, but simply acknowledge that we all should be representing the auditors for Libraries.

**Senator Johnson:** I don’t think somebody not from that college should represent them.

**Senator Steven:** Yeah, that is a little concerning for me as well. Any other comments or suggestions? All right, since there's not really consensus here with respect to change.

**President Insch:** So, Senator Steven, just for clarification of procedure. Because this is in the Constitution and not the Rules or the Bylaws---

**Senator Steven:** No, it is the bylaws.

**President Insch:** Okay.

**Senator Steven:** So there is one typo in the Constitution, but we’ll get there.

**President Insch:** That can be fixed.

**Senator Steven:** Yeah, and I know the question you’re getting at, but we’ll get there. All right, so the second issue here, this is with respect to the establishment of the chairs of the standing committees, where with the old Constitution and the new Constitution, maybe our committee didn’t do the best job of recreating what was said in the old Constitution. I’ll just give you the first line here in terms of the Constitution itself. The old Constitution said that the President of Faculty Senate is going to appoint the chairs of standing committees. And then we have other things that if we scroll up in the Rules, that contradict this. You have to put some order to this. We go with the Rules over the Constitution, and that is what we’ve said in the past. The new Constitution tries to say that, but really these things **are** important. What we want to have is, the will of the Faculty Senate and clarity. Because we have multiple interpretations just with our committee itself, in terms of what these statements mean in terms of how the chairs should be selected, and even talking to past-presidents. We’ve seen different ways of how it actually happened in the past. So, in the end, if you just scroll up to our proposed amendment here, there is a statement here where I can read. Yes, I think it’s most important that the intentions of our documents are clear, that they incorporate past practices used by the Faculty Senate presidents, and that they reflect the desires of the Faculty Senate. Upon thinking of those points here, our committee came up with the proposed amendment in red where it is clear that the chairs of each Senate committee shall be selected by the president of the Faculty Senate as described in the Article that was in the bylaws as well. To help the

president, because it is a burden. It is a lot of work to select all the chairs for these 12 committees. So we're going to give him/ her the option, at their discretion to ask the Faculty Senate Committee on Committees for assistance with the selection of the Senate committee chairs. And once the chairs are selected, the remaining membership of each committee shall be determined by the Faculty Senate Committee on Committees. So, there's clarity here and that is that the president selects the chairs and then, if they need help, they can get that from the Committee on Committees.

**President-Elect Rouillard:** There's never been a dispute that the president of Faculty Senate chooses the chair of the standing committees. What has been unclear is the order in which these things happen. Does the committee get populated first and then the Faculty Senate president chooses the chair from that committee, or does the chair from first? And speaking as the next Faculty Senate President, I would say that I think it is wiser to choose the committee first and have the president choose the chair from that committee, which gives the president a degree of separation. That is that the chair comes from a group that is selected by the Committee on Committees, rather than going out selecting the chair myself or the president himself. That has been given to me as the rationale for previous practice.

**Senator Steven:** In previous practice, that is your opinion. That's true. But I think in previous practice, other presidents have done it themselves.

**President-Elect Rouillard:** Recently. And I understand why that was done, because we were in difficult times. It was hard to meet with people during COVID. It was hard to contact people. I fully understand why that was done, but I do want to clarify that previous to that, this was the rationale given to me for populating the committees first, and then the president of Faculty Senate choosing the chair.

**Senator Steven:** I would also like to point out that the old Constitution, with respect to how the procedures were supposed to followed, in the Constitution itself, which was guidance for our decision here, is that it says first off, "President of Faculty Senate chooses the chairs of the standing committees." So that's kind of our ultimate overarching principle for why we chose this, and I think it's nice to have the president, with the exception here, that it gives them a little power in terms of how things are run here. I think when you go through the list of the jobs of the Senate president, there's not a lot there with respect to power. I'm sure they have the ear of the University president, but there's not a lot of power with respect to how the Faculty Senate is setup. So, this gives them a little something in terms of hey, I'm going to choose who's going to chair each committee.

**President-Elect Rouillard:** I don't see the role of the president as being one who exercises power. I see it as one of facilitating faculty expression of faculty voices.

**Senator Steven:** Right. Absolutely, you have that chance to do that the best way possible if you select the chair.

**Senator Van Hoy:** And then, President-Elect Rouillard, there is a clause up there that says, "**The Faculty Senate president at their discretion may ask the Faculty Senate Committee on Committees for assistance for selecting chairs.**" Does that not open the door for a similar process of what you just described?

**President-Elect Rouillard:** Ultimately, Faculty Senate will decide. I'm just telling you what my experience has been and how the rationale was explained to me.

**Senator Steven:** Thank you. And the last point is, with respect to practices, yes, an email goes out soliciting interest. Probably the hardest part is just finding some people to serve on these committees. And so, in the end, have to ask, please chair this committee. Any other comments on this issue? Hearing none. All right, the third one is pretty easy, it is just typos. The committee has gone through all three sets of documents, and they found these typos.

1. Rules Article 1.4 has four references to Article I Section 5. Section 5 references university committees not FS committees. Instead of referencing Section 5, it should instead reference **“in this Section of these Rules.”**
2. Bylaws: In Article I and II there are three references to special case in Article III, Section 2. The special case, in reference to an extra senator, is **in Article III, Section 3**, not Section 2
3. Bylaws: The writing in all capital letters under article XI should be reformatted to the appropriate case.
4. Bylaws Article I: “Each college including University Libraries shall have **at** least one senate seat.”
5. Constitution: Article III “...except for **department chairs...**”

**Senator Steven cont'd:** These corrections would like to be made. This is what President Insch is bringing up. This last typo is in the Constitution, and we don't need to go to the faculty to make that change. If it's a personnel or institution name change, which this is, and it is just changing the capitalization, it doesn't require sending this to the faculty. Any questions or comments about these changes?

**President Insch:** There was one question in the Chat. Past-President Bigioni is going to read it because my glasses are over there.

**Past-President Bigioni:** Senator Topp asks, what is the ‘or else’ if a college can’t get enough volunteers on these committees? What is the consequence?

**Senator Steven:** I think that is standard procedure. I think we have committees now that maybe are missing people. That's just the way it is.

**Senator Coulter-Harris:** Except for mine.

**Senator Steven:** There's no punishment if they don't send someone to represent themselves on these committees. It's just, we live with it and move forward. All right then, I would like to have a vote on all

three of these together, unless someone wants to pull one out and vote on maybe the easier ones, the first and third separately. But we can first try with all three of them together. All right, let's have a vote then. All in favor of these amendments, please say 'aye' here in the room.

**Group of Senators:** Aye.

**Senator Steven:** And 'yes' in the Chat. Any opposed say, 'nay.' Any abstentions? In the Chat, 'no' or 'a' for abstain.

**President-Elect Rouillard:** I abstain.

**Senator Steven:** Count the vote, Past-President Bigioni.

**Past-President Bigioni:** So far three abstentions in the Chat. Otherwise, all yeses.

**Senator Steven:** Sounds like these amendments have been approved. *Motion Approved.* Thank you.

**President Insch:** Thank you, Senator Steven and your committee. We are going to run a few minutes late so please stay with us. We have one more committee that spent a lot of work and would like to present that work today. Senator Deborah Coulter-Harris and her committee.

**Senator Coulter-Harris:** We'll go through it as quickly as we can. It's been delayed, delayed, delayed. You should've received two documents. One was a Memorandum of Record and the other one was a PowerPoint. In the Memorandum for Record please note that the names of the committee members in red in this Memorandum were responsible for the issues being discussed. So, if you have any questions, please look at their names and please go ahead and email them. However, the assignment to members presenting the PowerPoint today are going to be different as some members cannot attend tonight's Faculty Senate meeting. Introduction, please. After reviewing detailed responses received on 13 September 2022, from SG President Colleen Palmer and Yash Shingan, Chair of ISA, FSCSA subcommittee on Issues 3 and 4 began to discuss the following: Lack of awareness/education about ISA and Faculty/International student communications and relationships. We decided to pose a list of questions for members of ISA to think about, and then held an online WebEx meeting on November 21, 2022, with Yash Shingan and Members of ISA. The following is a list of ISA's twelve (12) main issues from FSCSA's 21 November 2022, meeting; FSCSA met afterwards and came up with implementable solutions. And we also relied on ISAs membership to suggest solutions. So, if any member of the Faculty Senate has further solutions to these stated issues, please email me, Deborah. [Coulter-Harris@utoledo.edu](mailto:Coulter-Harris@utoledo.edu) And now Lucy Duhon will speak.

**Senator Duhon:** Thank you, Dr. Coulter-Harris. I would like to, first of all thank Dr. Karen Hoblet for doing the background work on this issue, which was one of difficulty finding donor scholarships for international students due to the FASFA requirement. Applications ask if FAFSA has been completed yet, and if you answer no, it says to do that first. International students cannot apply for FAFSA, so this stops their ability to apply. Potential solution might be to create some scholarships that do not have a FAFSA requirement and make this searchable/available to international students for application to asking for FAFSA. Currently there is no tool to filter out when searching for international students. The committee

has been trying to contact the director or manager of student Financial Aid to discuss an aligned process for applying for grants and scholarships. The committee has sent an email; no contact information or person is noted on the website. So, a message has been sent to Rocket Solutions, requesting a contact email or phone number. As of February 06, 2023, no response has been noted. Anne Yeager, Director of Student Financial Aid Operations, responded to query via Rocket Solutions: "If questions more geared to scholarships, then Angela Roach, Director of Scholarships, and/or Victor Finch, Director of International Admissions, may be able to help" she said. Both Angela and Victor were included on the email sent on 2/7/2023. And as of to date, no response has yet been received.

**Senator Coulter-Harris:** And now Dr. Karen Green will speak.

**Senator Green:** Yes. Another issue was Difficulty finding on campus jobs as they can only compete for work/study positions only. This overlap with an issue from the fall with the dorms.

Potential Solution: International students should have proportional representation as RAs in dorms. This will help international students get a job, and also help with security issues happening at the dorms. So, two for one on that one.

**Senator Coulter-Harris:** And now Dr. Samir Hefzy will speak.

**Senator Hefzy:** The International Student Association has received various responses from faculty across campus with student concerns. A proposed solution is a need to provide the resources for faculty to ensure appropriate response and accurate assistance for international students.

**Senator Coulter-Harris:** Thank you, Samir. I just want to remind Faculty Senate that why we are addressing issues with the international student body is because of the great increase in international students now happening in enrollment on our campus. We want to make them feel very welcome and address their needs as well as the ordinary American student body. Now Dr. Sally Harmych will speak.

**Senator Harmych:** So, the next issue that was brought up was about transportation and the availability of transportation for students. As most international students don't drive, but use TARTA to get around the city. They were concerned that TARTA is now charging \$1.50 for every two hours to use the bus, which does become expensive and may not be an issue just for them, but also international students too. Previously, transportation was provided and paid for through the University drivers. But now TARTA is the only option. So, some solutions that were suggested: student general fees could be allocated for TARTA, maybe improve transportation for better dorm living situations. This would also include retention and recruitment issues.

**Senator Coulter-Harris:** Thank you, Sally. I do want to mention that there are now buses that are white and some of my students believe that that's the new blue loop. We used to have buses that said Rocket or Go Rockets, but we don't have those anymore, we have white buses coming.

**Senator Green:** It looks like a prison facility bus <laughter>.

**Senator Coulter-Harris:** Yes, it really does. It looks like you are going to jail <laughter>. So, the next issue is campus safety. At our ISA meeting, Yash Shingan shared that 80% of students at a UT leadership conference reported feeling unsafe on campus (thieves, guns, robbery at Parks last spring 2022); multiple armed robberies have taken place near the dorms and near campus. Escort service to dorms/ night watch will only drop students off who live in campus dorms (will not go to Old Town or VIVO). Potential Solution: Emergency buttons on campus lights; previously had them, but they were taken down in 2020 because of COVID budgetary issues. Note, at a recent Faculty Senate meeting we were told that no one used these buttons, old technology. Campus security wants everyone to download the Rave Guardian app.

**Senator Green:** Currently on that, robberies occur in the housing surrounding campus where some of our international students are living. They do not offer much security (only cameras in main leasing office). And this also ties in with one of the topics that is a couple slides down, was having a mentorship program for the international students to help them. Potential solution: Consider mentorship program for international students to help find safe housing. Because when they come here, they are not sure where to live, and it's going to be in one of those brochures [housings] in the packet that are talked about in orientation.

**Senator Coulter-Harris:** And now Samir Hefzy, please.

**Senator Hefzy:** Many engineering students perceive grades to be the most important aspect of their careers (faculty add to this pressure in certain courses/programs with high expectations). Students would appreciate encouragement to join organizations and become more involved for overall professional development. It is suggested getting involved in Engineering Societies; share common experiences; participate in service opportunities on campus.

**Senator Coulter-Harris:** Okay, Dr. Sally Harmych, please.

**Senator Harmych:** So, the next concern is looking at the food available on campus. So, International students are limited to on-campus dining, restaurants and stores for food because of their transportation issues. Concerns that the dining halls close at 8 p.m., which is a challenge for many students to get food. I can say this is not just a complaint of international students, but other students as well. Then a potential solution is Dining halls could work with international students to consult on foods that would be appreciated; work to get more international/varied restaurants on campus. Introduce international students to healthy U.S. foods. And convince vendors to provide international students with more choices of familiar foods that Americans do not eat often. Some other suggestions are to create a merger of local farmers markets with campus food service providers, possibly set up a schedule giving nearby ethnic food stores a day of the week to provide goods or meals so students could plan to enjoy these cuisines, and then finally to initiate a link among these ethnic food providers to encourage participation, share problems and success stories. And finally, give international students access to a kitchen in their dormitories and add ethnic foods to the UToledo student pantry.

**Senator Coulter-Harris:** And then the orientation, Lucy.

**Senator Duhon:** Yes, thank you. Again, I'd like to thank Dr. Karen Hoblet and Dr. Karen Green for doing the background work on this issue. Which is one, students feeling that their orientation is inadequate. So, one student (Ashwini) made a 2-page flyer of essential things international students should know. There was no greeting packet, so student stated they had to learn by themselves. A couple of solutions proposed: need orientation packet: Orientation was not enough to face all of the practical and educational concerns of international students. Secondly, the orientation should provide reports/brochures that cover Visa, jobs on campus, and conduct a resource fair which would also be beneficial.

**Senator Green:** I told you this was coming, right? So, in the orientation packet, in the resource book, add information such as places to live, safe places, you know, for their concerns. Making more of a guided tour such as banking, kind of get around the city via TARTA, knowing that you're not getting on a prison bus. That would be good stuff. Dr. Karen Hoblet suggested creating resources for faculty also since the international students also have questions. Perhaps there could be a webpage or something, or maybe just a general place on Blackboard for all the faculty. I know if any international students ask about things I can't answer, like a Visa, if there's more of a centralized place, I can guide them there.

**Senator Coulter-Harris:** And now Dr. Samir Hefzy on bias and racism.

**Senator Hefzy:** ISA students reported examples of racism within student housing (Horton International House) including name calling from other students. Additionally, students reported that if something goes wrong, "international students are blamed first." Clearly, this is bias. Sarah Aldrich reached out to ISA member, Yash Shingan, to discuss the issue in more detail and determine potential steps to improve and resolve this issue. International students do not want to be treated differently. They want the "American" experiences. A proposed solution is a committee could consider working with ISA and International offices on campus to raise awareness and offer support for faculty, advisors, chairs, and administrators for international student engagement and to improve the international student experience.

**Senator Coulter-Harris:** So, the next slides I'm going to talk about, were concerns with pre-med students and internships. Of course, unfortunately our two medical people who are on my committee are not here with us today. Well, Paul Schaefer may be here and if he is, he can help us out. So the issue that was brought up by ISA Pre-health advising center (new office): UTMC does not accept or have enough resources for pre-med international students; however, international students need clinical experiences on campus. Immigration office set up meeting with Dean Mark but no resolution yet. So, CCC (Community Care Clinics) may be a solution? Asked if they can volunteer off campus? They cannot do anything except observe (illegal employment because it's off campus). And the final slide is about pre-med international students. So, the potential solution that Karen and Sarah came up with, is that they will research a University of Pennsylvania pre-med program that offered that helps to access that clinical experience for international students. So, students will email the name of connection at University Penn State. The issue of internships, gaming experience: every department should have more internship opportunities on campus. The solution is more internship courses offered to international students at multiple times during the year. And actually, you know, what I think is cool? This is the international student association logo, and it's the Rockets with the international student. All right, thank you. I'm sure there are no questions. Right? Anybody have any questions?

**President Insch:** Real quick. I'm hoping you can condense this down to a memo or a report that we could take to the Provost and the President.

**Senator Coulter-Harris:** Well, we have a very detailed memorandum I sent out.

**President Insch:** More like an executive summary.

**Senator Coulter-Harris:** Yeah, sure, I can do an executive summary. We really did a tremendous amount of work this year, and I really thank my committee for doing so.

**President Insch:** Thank you, Deborah and your committee. I certainly appreciate the help and the hard work you've done. I would like to follow-up on some of the suggestions. Are there any other issues that need to come before the committee? Not seeing or hearing any. I will entertain a motion to adjourn.

**IV.** Meeting adjourned at 6:20 p.m.

Respectfully submitted: Deborah Coulter-Harris  
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard  
Faculty Senate Office Administrative Secretary



