

# *Arts and Letters Faculty Council*

## *Meeting Minutes*

*April 30, 2019*

### **I. Call to order:** 4:00 p.m., SU 2591

Final meeting of the 2018-9 council began, and will be followed immediately by the 2019-2020 Council meeting.

### **II. Roll call**

Present: Ligan, Lundquist, Emonds, Coventry, Smith, Piotrowski, Coulter-Harris, Benton, Orloff, Kilmer, Day, Egan, Sapci, Stroud (for Mattison), Thompson-Casado, Nemeth, Brakel, Forte, Allred, Feldmeier, Taylor, Caceres, Christman, Mezo, Baltus, Case, Foss, Sakowski, Crookston

Absent: Miner, Black, Mednick, Wu, Kistner, Ferris, Reising, Rouillard, Alam, Beatty-Medina, Padilla

Ex Officio: Gilbert, Hammel, Gregory, Hinz

### **III. Approval of Minutes**

Minutes approved unanimously as submitted. Agenda for today accepted as written.

### **IV. Executive Report: Jami Taylor**

Executive Committee did not meet prior to the council meeting. Taylor contacted Social Science Lecturers about re-voting on the open Lecturer position. New elections were conducted for both the Arts division and Social Sciences division. Two unfilled Lecturer positions were filled.

### **V. Faculty Senate Report: Tim Brakel**

Faculty Senate passed approval of the “Chicago Statement” on Freedom of Expression at the university. They also reaffirmed the current university statement on this issue. Brakel will take over next year as President of Faculty Senate. Member representatives next year from CAL will be Gregory, Barnes, Case, Coulter-Harris and Black.

### **VI. Graduate Council Report: Sara Lundquist**

Lundquist reported that Graduate Council is still talking about student health insurance issues. There will be one university sponsored health plan for grad students, which will be required and set up as an “opt out” instead of an “opt in” program. The college of graduate studies is taking a huge budget cut, so faculty are strongly asked to fill all grad assistantships ASAP to avoid losing them. GSA has had an increase in membership for the past year, and is proud of a successful performance at the recent Graduate Student

Symposium. Gruden will be returning to her position as associate dean in the graduate college. Amanda Bryant will take over as dean.

## **VII. Dean's Report: Charlene Gilbert**

Dean Gilbert reminded council that the college Honors & Awards is scheduled for Friday, May 3, in Doermann. The dean was proud to announce that recruiting materials will now include a strong recommendation that high school students have two years of foreign language. Enrollment progress indicates the college is behind in applications, but ahead in the number of confirmations. The dean will pass on specific numbers later. A concern is fighting the "summer melt" in which accepted applications do not materialize. Retention is trending up. Faculty hires for next year include a psychology position filled, search ongoing in Communications, and searches in History and Social Science are about to be completed.

Dean Gilbert made a specific plea to faculty serving throughout the university on curriculum committees to be vigilant about courses proposed in other colleges that could be mistaken as overlapping CAL course offerings. The college of business recently approved a "certificate in graphic design" that could be confused with graphic design courses in the Arts division of CAL. Let her know if you hear of any courses that could be confusing. The syllabi project led by Barbara Schneider uncovered a lot of problems with missing and outdated information in current syllabi. This problem could affect future accreditation reviews.

Applications for professors applying to full professorship in the college were approved at a rate of 100%. Names of the newly advanced professors will be sent later. Last summer donors were involved in an informal program to share summer reading lists from faculty. The dean is seeking ideas for a similar new idea to reach out to donors for this summer.

## **VIII. Old Business**

**Curriculum Committee:** Two Program Modifications were presented by Brakel. The BA in Economics will add a concentration, "Data Analysis in Economics," that includes 9 credits. The MA in Economics will offer a certificate in "Data Analysis in Economics," with 9 credits. The MA certificate is different from a minor in data analysis. The motion to approve passed unanimously.

Brakel made a recommendation for next year's council that course proposal be in the system before the start of Spring semester to accommodate the new curriculum tracking system to start in fall.

**Special Committee Report:** Caceres noted changes made to the draft report from last meeting. Council voted unanimously to approve. Copy of the report is in the Appendix of the Minutes for today.

## **IX. New Business—None**

## **X. Announcements**

Thanks extended by Taylor to the Executive Committee for their service this year. Ligan offered thanks to Taylor for her service. A request from Lundquist to hear Jami call counsel to order one last time completed the session.

## **XI. Adjournment at 4:42.**

Minutes submitted by Michael Piotrowski, council secretary, Send amendments / corrections to [michael.piotrowski@utoledo.edu](mailto:michael.piotrowski@utoledo.edu).

# Appendix

## **Culture Course Guidelines**

*At the time of adoption of these guidelines, existing courses that are currently classified as multicultural (Diversity of Non-U.S. Culture) by the university and are taught in the College of Arts and Letters, and CAL courses that are currently approved to satisfy the additional foreign language training component of the culture requirement automatically qualify for inclusion in the list of culture courses for the College of Arts and Letters.*

*New courses can be approved to be added to the list by the College Curriculum Committee if they meet the following criteria.*

### **I. Course materials should:**

1. Provide a basis for cultural learning at the regional, diasporic, or global level, or focus on issues relevant to the disability culture.
2. Deepen a student's understanding of a culture, or a feature(s) of multiple cultures by highlighting different cultural perspectives, values, elements, and social processes of cultures other than U.S. culture (with the exception of disability culture issues, which may exist within the U.S cultural context, or Indigenous cultures which exist in relation to the U.S. cultural context).
3. Provide the necessary social or theoretical frames of reference to understand the relationships between one or more society's contemporary practices and its historical evolution.

4. Nurture the development of written and/or oral communication, reading, critical thinking, and/or creative expression and provide significant opportunities for student engagement beyond lectures.

**II. In addition, courses should meet **TWO** of the following criteria:**

5. Foster the development of tools that promote respectful communication across ethnic, cultural, ideological, and national boundaries, and encourage awareness of other cultures and worldviews.

6. Model the objective study of human behavior and cognition in at least one of the following areas: the structure and interaction of human societies, cultures, and institutions; or the use of human, natural, and economic resources within social groups.

7. Develop students' critical, analytical, and aesthetic thinking through interpretation and evaluation of the arts within the cultural and historical context of their production and reception; develop students' listening, reading, seeing, thinking and writing skills by applying them to interpretation and evaluation of micro-cultural, regional, and/or global arts.

8. Help students to understand the study of history and influence of historical processes such as migration, colonialism, culture contact, and globalization on the human condition in contemporary society, including non-Western contemporary society or contemporary micro-cultures.

9. Inculcate a pluralistic view of institutions, societies, and culture around the world to encourage students to become educated, productive, and principled citizens.

10. Develop students' critical, analytical, and aesthetic thinking through interpretation and evaluation of literary texts within the cultural and historical context of their production and reception; develop students' listening, reading, seeing, thinking and writing skills by applying them to interpretation and evaluation of micro-cultural, regional, and/or global literature.

**III. Courses will not be considered for inclusion in the CAL culture requirement list if:**

1. The course is remedial or developmental (OTM Guideline 2)
2. The content of the course varies substantially from term to term (OTM Guideline 3)
3. The course is a special topics course (OTM Guideline 4)
4. The course is a technical or pre-technical course (OTM Guideline 6)
5. The course is a skill developmental or preparatory course, such as studio art, applied music lessons, theatre skills, creative writing, symbolic logic (OTM Guideline 10)