

2018-9 College of Arts and Letters Faculty Council

Meeting Minutes

December 11, 2018

I. Call to order: Ninth meeting of the 2018-9 council called to order 4:00 p.m., SU 2591.

II. Roll call

Present: Alam, Baltus, Barnes, Benton, Black, Brakel, Coulter-Harris, Coventry, Day, Egan, Emonds, Fitzgerald, Forte, Foss, Kistner, Ligan, Lundquist, Mezo, Nelson (or Caceres), Piotrowski, Rouillard, Sakowski, Sapci, Smith, Taylor, Thompson-Casado

Excused: Srinivasan, Wu

Absent: Allred, Beatty-Medina, Christman, Cox, Ferris, Miner, Nemeth, Padilla, Reising (for Mattison)

Non Voting: Gilbert, Hintz, Monsos

Several faculty from the World Languages Dept. were present.

Quorum was present.

III. Approval of Minutes & Agenda

Minutes of the November 27 session were approved with no amendments. Today's Agenda was approved.

IV. Committee Reports

Executive Committee: Jami Taylor

Taylor reported on the meeting of the Executive Committee held earlier the same day. Important issues for council were identified as the core curriculum discussion of language requirements, and revision of the bylaws.

Faculty Senate: Linda Rouillard

Brakel yielded to Rouillard to report. Several course modifications were approved by Senate. Service learning designation is sought for course listings. The Provost gave an

update on the intersession status. Notably, three times more students were enrolled this session compared to past intersessions.

Graduate Council: Sara Lundquist

Graduate Council meeting had been cancelled—nothing to report.

Question from the floor raised by Barnes: Are course evaluations to be given on-line? Rouillard replies yes. Kevin Egan identified himself as on the committee for the change to online evaluations.

Dean's Report: Charlene Gilbert

Dean Gilbert had invited the new college recruiter, Alex Geisel, but he was not able to attend.

The dean announced several leadership changes. Trish Case is leaving the dean's office to return to her department. The new Associate Dean is Dan Hamil. The Provost is leaving, and information about the hiring process is forthcoming.

The dean has been considering effective ways to communicate to the college. She listed several methods currently in place, including monthly meetings with chairs, regular reports at CAL council meetings, presentations at department meetings, an annual lunch with professors, monthly meetings with small groups of full-time faculty (8-10 each), two college-wide emails per semester, and opening receptions for the college each semester.

The dean urged faculty to use Blackboard for online course teaching. She also reiterated that course evaluations would be going online.

V. Old Business

No old business.

VI. New Business

Bylaws: Jami Taylor

Copies of revised bylaws had been circulated before the meeting. Jamie asked for faculty input. She noted that the section labeled "H" about WAC would be stricken because it applies at the university level, not the college level. If faculty have language to add to the bylaws, please forward to Taylor.

Curriculum Committee: Tim Brakel

The committee met to discuss proposals to put before council. A PPT slideshow was sent out before the meeting, and Brakel reviewed some of its content. Currently, the committee needs to reconcile conflicting foreign language requirements caused by the merger of LLSS and COCA colleges. All other core requirements were the same in English, math, social sciences, humanities, etc. The slideshow reflected two options submitted by World Languages to the committee.

Brakel opened the topic for discussion by presenting comments submitted in writing by Jetsa Caceres (not present). She raised points about whether “culture courses” could be courses offered outside World Languages and if these courses should be “consonant” with language studied in the other courses.

Next, Brakel read from a statement submitted by World Languages. This document is copied in the **appendix** to these minutes.

Comments from the floor were invited. Nelson indicated that the sequencing of courses created a hurdle to some students’ ability to graduate a timely manner. Egan reiterated that advisors also recognized that language is a problem when degree audits are examined.

Thompson-Casado brought up the comparison to offerings at other universities, and argued against requiring less than others. Egan noted that Bowling Green has requirements similar to COCA’s requirements.

Next, Egan brought forth an alternate proposal that was not examined by the committee. It was displayed on the projector. The goal of his proposal was flexibility for students. The proposal gives students seven different options, including those already in place, with some options to switch languages (mix and match).

This point about flexibility raised the question of proficiency in a language—as to how much proficiency in a specific language the requirements expected. In other subject area core requirements, is the goal exposure to the topic or proficiency?

Monsos pointed out that the need to reconcile the two colleges was aimed at a specific group—those not majoring or minoring in languages. Students seeking proficiency would follow rigorous options. Coventry asked if proficiency could be achieved by study abroad programs. Emonds argued that allowing only one semester in a language was selling students short. What level of proficiency do future employers expect students to have?

Consideration of high school preparation followed. UT does not require language for admission, although other institutions do. Do language requirements within the college deter students? Lingan summed up the problem, not that language should not be required, but what form should the requirement take?

Brakel requested that additional comments should be emailed to him or to Taylor. The committee intended to work on a proposal for the next council meeting, the second week of Spring term.

VII. Announcements: No Announcements

VIII. Adjournment: Motion to adjourn at 5:30 PM

Minutes submitted by Michael Piotrowski, council secretary. Send amendments / corrections to michael.piotrowski@utoledo.edu.

Appendix

Rationale for a college language proficiency requirement:

11/30/18

A. *The study of World Languages is related to the University's Institutional Learning Outcomes. Specifically:*

OUTCOME 1. BROAD AND INTEGRATIVE KNOWLEDGE: University of Toledo graduates will demonstrate proficiency in using broad, integrative knowledge.

Key areas include, but may not be limited to, the sciences, social sciences, humanities, research, arts, and global, intercultural and democratic learning and any other area that allows for integration of content from multiple disciplines or areas of study.

The transferable content of our courses from 1080 and up, allow students to bring pertinent linguistic and cultural knowledge to their studies in all disciplines of our college and beyond. Additionally, language study is especially relevant to cognitive sciences (which includes linguistics, philosophy, psychology, artificial intelligence/computational science, and neuroscience).

OUTCOME 3. INTELLECTUAL SKILLS: University of Toledo graduates will demonstrate proficiency in using and integrating intellectual skills, including communication, across the curriculum.

Since our courses are communication-based, stressing oral proficiency even as we also develop writing skills, our 1110-2150 courses are uniquely positioned to address these learning outcomes, particularly general communication skills. Foreign language study requires attention to language register and social context. Students in language courses use the language to learn content material (culture, history, current events, art, etc.) and to demonstrate their understanding of the content. Our courses are immersive which means the target language is the language of instruction. Foreign language students make regular oral presentations; write increasingly longer, and more complex narratives, both expository and fictional, developing transferable skills to other courses of study.

OUTCOME 4. CIVIC AND GLOBAL LEARNING: University of Toledo graduates will demonstrate the knowledge required for responsible citizenship, both from their formal studies and from community-based learning.

Examples of program student learning outcomes that would align to this area of learning include:

*Students will demonstrate knowledge of responsible citizenship in a global society

*Students will demonstrate the ability to incorporate diverse views and perspectives

*Students will evaluate their role and profession in the community and globally

Our 1110-2150 courses as well as our culture courses 1080, 1090, 1100 directly address these SLOs. Studying other cultures and languages develop both an appreciation of and respect for difference, and a recognition of those values that connect us globally.

B. The study of World Languages is related to the *Strategic Plan for Diversity and Inclusion:*

Goal 1 Increase the student, faculty and staff experience of inclusiveness, equity and respect incrementally each year over the next five years.

** World Languages and Cultures welcomes many heritage speakers including students of Hispanic/Latino descent (accounting for over 7% of the Toledo population) as well as students from Japan, China, and Middle Eastern Arabic-speaking cultures, contributing to student success and to diversity of the institution. Students who grew up in another culture, or who grew up in the*

U.S. with foreign-born parents can reconnect with their cultural and linguistic heritage, promoting a sense of belonging to the UT community.

C. The study of World Languages is related to the University's Strategic Plan:

***1. Student Success and Academic Excellence**

***Goal 1 Improve Undergraduate Student Success, Retention and Degree Completion**

**Studies show that learning foreign languages improves attention span, memory, critical thinking, problem solving, and multi-tasking skills and improved cognitive ability in general. Improving such skills obviously contributes to student success, retention and degree completion.*

D. All 14 public universities in Ohio require some foreign language study or demonstration of proficiency, with the exception of Shawnee State which requires neither.

E. The following requirements are a sampling of foreign language requirements in effect around the state.

--BGSU requires 2 units of a language in high school for admission to BG (Spring 2019). The BA and BS degrees require 4th semester level of a language, or 3rd semester plus a culture course in English. The BFA degree requires 2 semesters of a language.

--OU requires 4 semesters of language for BA, 3 semesters for BS

OSU 3 semesters of a language is one of the gen ed requirements for most students. 4 semesters are required for BA students in A&S.

--KSU The BA requires 14-16 hrs. of a language ; BS 8 hrs. of a language

--Miami University requires proficiency through 202 level, or the 4th semester of a language or 14 credits

F. Students with foreign language study benefit professionally. We know that employers want employees with the skills that we teach in our college. Below are links to sample Job Advertisements forwarded to World Language and Culture Students through Amy Wexler of UT Career Center and "handshake," a recruitment website .

https://utoledo.joinhandshake.com/jobs/2136428/share_preview

https://utoledo.joinhandshake.com/jobs/2137608/share_preview

https://utoledo.joinhandshake.com/jobs/2167965/share_preview

https://utoledo.joinhandshake.com/jobs/2169820/share_preview