

THE UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of October 25, 2016
FACULTY SENATE

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

Approved @ FS meeting on 12/06/2016

Summary of Senate Business

International Studies and Program – Sammy Spann
Safe Place Training – Matthew Perry

Note: The remarks of the Senators and others are summarized and not verbatim. The taped recording of this meeting is available in the Faculty Senate office or in the University Archives.

President-Elect Thompson: I call this meeting to order. Welcome to the fifth Faculty Senate meeting of AY 2016-2017. **Lucy Duhon**, Executive Secretary, called the roll.

I. Roll Call: 2016-2017 Senators:

Present: Ariss, Atwood, Barnes, Bouillon, Burnett, Cappelletty, Compura, Crist, Dowd, Duhon, Edwards, Gilchrist, Giovannucci, Gray, Gruden, Hall, Haller (substitute for D. Malhotra), Harmych, Haughton, Jorgensen, Keith, Kilmer (substitute for B. Patrick), Kippenhan, Kennedy (substitute for J. Duggan), Krantz, Lanham, Lecka-Czernik, Lundquist, Martin (substitute for G. Thompson), McLoughlin, Modyanov, Monsos, Nathan, Niamat, Nigem, Oberlander, Prior, Randolph, Relue, Rouillard, Said, Sheldon, A. Thompson, Thompson-Casado, Tian Van Hoy, Weck-Schwarz, White, Willey Wittmer

Excused absences: Bjorkman, Devabhaktuni, Brickman, Emonds, Hoy, Humphrys, Jaume, Kovach, Mohamed, Williams

Unexcused absences: Schaefer, Srinivasan

III. Approval of Minutes: Minutes of September 13, 2016 Faculty Senate meeting are ready for approval.

President-Elect Thompson: Hello everybody. I would like to call the October 25th Senate meeting to order. I am standing in today for President Humphrys and I would like to ask our Executive Secretary, Lucy Duhon to call the roll. Thank you, Senator Duhon.

Everyone should've received a copy of the Minutes from the September 13th Faculty Senate meeting. Is there a motion to approve these Minutes? Is there any discussion or corrections of the Minutes? All those in favor of approving the Minutes, please say "aye." Any opposed? Any abstentions? **Motion Passed.**

I am delivering the Executive Committee report on behalf of President Humphrys since she is out of town today. Executive Committee Report: "I am out-of-town today. I apologize for not being at the meeting. I'm leaving you in the capable hands of President-elect Amy Thompson. I have a few pieces of information that I have asked Amy to relay.

Since our last meeting, your Executive Committee has had separate meetings with President Gaber and Provost Hsu. Among the topics of discussion were the possibility of offering demand-driven parking

options for the next academic year, utilizing the SIM center to its fullest potential, introducing a 2-week semester—called an “Intersession”—between Fall 2017 and Spring 2018 semesters, and conducting assessment of the deans (which is a constitutional requirement).

Also, the Executive Committee has instituted a new practice that the provost will have a spot on every Senate meeting agenda to provide us with information and updates.

At our next Faculty Senate meeting, we will be discussing the very important topic of reducing the University’s Fall and Spring semesters from 16 to 15 weeks (which includes an exam week). I’m sure you have questions regarding this—and we will be examining all of the concerns you may have—but between now and the next meeting, I ask you to think about this topic and come prepared for an in-depth conversation. About half of the Ohio state-supported schools currently have 15-week semesters. For examples of what a shortened semester schedule looks like, you may want to access the websites of the University of Cincinnati and Miami University.

Please note that 15-week semesters and intersessions are two separate topics.

The Strategic Planning process continues. I have invited the co-chairs of the Committee—Laurie Dinnebeil and Anthony Quinn—to come to the Senate in November to provide an update.

The important work of the Faculty Senate Committees has begun. There is now a link on the Faculty Senate webpage explaining how to submit an issue for review or investigation. Please share this information with your colleagues. The procedure that will be followed is the Executive Committee will assign a submitted issue to the appropriate committee. The committee will then be asked to report its findings to the Faculty Senate.” This concludes the Executive Committee report for today. In addition to the Executive Committee report, we would like to begin our regular reports. I would like to call Provost Hsu to the podium.

Provost Hsu: If it’s all right with you, I would like to stand here.

President-Elect Thompson: That’s fine.

Provost Hsu: Good afternoon. I understand that Senate is going to be talking about 15-week terms and intersession and I just wanted to mention the rationale for starting this discussion. Currently there is not enough time during the Winter to offer a Spring intersession so that students know their classes, or for students that are missing a prerequisite for a class that they should be taking in the Spring. The other is that it will actually provide experiential learning opportunities (like Miami and some other schools) that use this intersession for students. It will be faculty-led and study abroad in Toledo for our students. Most of the schools in Ohio have already moved to 15-weeks-- eight of the 13 schools in Ohio are actually on 15-weeks. I just talked to Owens Community College- they are very smart; they want to be in sequence with us; they currently have a 16-week semester, but they said the last week for exams is optional for students- so if they choose to finish everything in 15-weeks, including their final, they can. Right now we’re discussing with Bowling Green and Owens Community College- all three of us have a desire to move to a 15-week calendar. I guess historically we are a consortium; we desire to be in sequence and so we’re going to continue with that.

There are some items that I want to share with you that the Provost's Office is focusing on: Student success- we're looking at what we can do and we're exploring many options, all the way from how to use the W grades to IN grades. At this point we don't know what to do, so we are turning to faculty to get your ideas. We are also looking at Summer bridge programs—we already have one. This is an opportunity to apply to a much bigger student population. Right now we have a small program that accommodates about 30 students in the Summer for a 6-week period, which is testing very successful. Professors, Tony Quinn and Barbara Schneider are working to see how they can successfully turn 30 students into 300 students into 1,000 students.

I'm also working in partnership with Dr. Frank Calzonetti, Vice President for Research, to be recognized as a research accomplished university. One current thought is can we have intersessions that recognize people who have performances or publications. We will probably need your help to identify this. We are not measuring in terms of publications and grants such as, "how do we measure, how do we identify these people who are doing well in terms of if you're an artist or musician. How do we recognize them?" So, you will be hearing from us pretty soon about the first move that we will be recognizing, which will probably be the easier ones to identify. Then some other thought went to the teaching faculty, which are faculty who are contributing considerably, more than the average, on excellence in teaching. So, right now we are working with the Teaching Center for this.

President-Elect Thompson: Thank you, Provost Hsu. Are there any questions?

Senator Thompson-Casado: Our dean sent us some communication on the 15-week semester and asked us for some feedback. Within that communication they were talking about intersession for study abroad, perhaps experiential learning, but what wasn't clear to me and I think I heard you mention this will also be used for 3-credit hr. courses, am I right?

Provost Hsu: Right. That's what we need to explore and as President-Elect Thompson just said, we are trying to separate the 15-week semester from the intersession because one enables the other, but it doesn't necessarily ensure the other. It is a necessary condition, but not a sufficient condition. We are hoping to offer 3-credit hr. courses within a two-week period which means that you will have to teach four hours a day and that will give us the number of hours. But then we will have to have faculty members who are willing and interested in developing these courses and the courses have to make sense- for example, if it's a Foreign Language course and the Foreign Language faculty member thinks that it will work, a two week immersion course could be 3-credit hrs. But on the other hand, it may not— if a student cannot learn it in 15-weeks, how do you expect them to learn in two weeks, right? So all of those have to be taken into consideration and certainly, we are open to those discussions.

Senator Krantz: I've been at universities where I've seen the Winter session – the intersession – work very effectively. So rather than trying to narrow it down to two weeks or two weeks and a little bit, they essentially had all of January- they had four weeks and that would require, as you said, the necessary condition of changing the Fall and Spring semesters and also moving the starting time of those semesters to open it up a little bit. Part of that will allow much more substantive broad sessions because just the travel time alone requires a significant chunk of those two weeks. So, if this is going to become a very serious conversation about expanding program options, then please just consider that as an option.

Provost Hsu: That is a good suggestion and we will look into that. Two-and-a-half weeks or three weeks is possible, but we do have a constraint which is Nursing. For them to get accredited, one academic year has to be 30 weeks, which means - right now they have a 14-week Summer and a 15-week Fall- if we change it to a 14-week Fall then they will need a 15-week Summer which limits how late we can we push the Spring semester to give them 15 weeks. So, we will certainly count the number of days next year to achieve that.

President-Elect Thompson: Thank you, Provost Hsu. We will be continuing those conversations and look forward to exploring the options. Next, I would like to call Senator Rouillard to the podium for the Ohio Faculty Council report.

Senator Rouillard: Good afternoon. As of this point of the semester there have been two meetings of the Ohio Faculty Council. The first meeting in August was cancelled and the second one was held on September 9th in Columbus. There was more discussion about the Technology Commercialization Award made by the OFC. In the Minutes to the Faculty Senate meeting there will be a link for you to get more specific information about that award.

The Chair of OFC, Dan Krane brought up the question, how to facilitate registering and completing one-of-a-kind online courses across the Ohio system. He offered an example of his own forensics course which he offers at Wright State University, as one of the only forensic courses in the state offered online. He posed a question, how might we create a consortium of such courses that our students could easily register for, pay for and automatically transfer to their own school? I reminded him that such courses will still have to go through either the Ohio Transfer Module or the TAGS protocol- so we will get back to you on that.

At the October meeting, Mr. Bruce Johnson, President and CEO of Inter-University Council spoke at our meeting to share the IUC strategy for increasing state support for higher education. He gave us an update on what he terms as “disturbing events and comments” from the governor. First he noted that the governor increasingly speaks of donations to higher ed. from state government rather than funding of higher ed. Mr. Johnson described the governor’s rhetoric as being increasingly hostile towards higher ed., citing a recent speech in Cleveland criticizing Ohio universities and colleges for not adapting to the needs of the business community. Governor Kasich has reacted to the polls and believes that universities are bloated and slow to change. This is one of the reasons why he has brought Western Governors University into Ohio. I heard recently from other sources that the Ohio Association of Community Colleges has signed an agreement with Western Governors to offer bachelor’s degrees and tuition discounts. In this agreement the students will earn an associate’s degree at a community college and then receive a 5% discount to complete a bachelor’s degree at Western. Currently, four programs are available in this agreement: Education, Business, Information Technology, and Health Professions. Western Governors will not get state subsidies, but its students can get Ohio college opportunity grant money. Mr. Johnson reminded us that there is no constitutional requirement to fund higher ed. He advised us that if we talk about what we do well, we might be get, in his words, “a gift.”

We are also in competition with community colleges– the lowest/cheapest way to get a degree will be a model. In this context Mr. Johnson said that he, as a registered lobbyist and President of the IUC, is trying to insert the concept of quality into the discussion about higher ed. He also told us that the public relations consultants used by IUC have urged them to stop apologizing for the cost of a degree and to work instead

to convince state legislators and the business community of the value of higher ed. Mr. Johnson then turned to the issue of financial aid, criticizing former Governor Strickland for cutting need-based financial aid funding in half and lauding Governor Kasich for making some reasonable increases. The IUC is arguing for a 10% increase in the Ohio College Opportunity Grant funding. There is also a proposal for a new need-based aid program of matching grants in which a university will increase its contributions which will then be matched by businesses in our state. Mr. Johnson added that Ohio universities don't attract students to major in fields that the governor favors. He also noted that the current funding formula for SSI will likely include as a risk factor "first-generation college students." This will not include an overall increase in the total amount of money from the state, rather, it will simply shift the current amount available among institutions. Mr. Johnson predicts that we're going to get legislation on textbooks- that it won't be good- and also [mentioned] that the governor's task force on accessibility and efficiency [Affordability & Efficiency in Higher Education] has been reconvened to look at the recent reports which are all currently available online. During that meeting one faculty member asked Mr. Johnson what faculty could do to help increase funding. He replied "quit being the biggest thorn in the side of those of us trying to get resources." This was followed by criticism of the AAUP in particular. Mr. Johnson testified in 2011 on behalf of Senate Bill 5, which eliminated collective bargaining for certain classes of public servants in Ohio. I did ask Mr. Johnson about the consequences of recent research that is increasingly appearing- showing that performance-based funding does not substantially improve outcomes. This is the second meeting since the 19th of September and most recently, there is all kinds of very cutting-edge research that shows that performance-based funding does not improve outcomes. He responded that such research will not sway legislators away from our current funding model, and that is all the news that I have to report. Are there any questions?

Senator Dowd: Senator Rouillard, regarding community colleges, was there any discussion about credit transferring to four-year institutions in Ohio?

Senator Rouillard: No, there was not, but that would be a very good question to ask- and whether or not those U.S. government courses will end up having to be TAG courses as well. Again, that would be a very good question to ask and I will make a note of that for myself.

Senator Dowd: Thank you. May I ask one more question?

Senator Rouillard: Yes.

Senator Dowd: Was there any mention of the issue regarding faculty members assigning textbooks they have authored?

Senator Rouillard: Well, in this regard in the legislation about professors who assign their own textbooks to their own students- it is obvious that legislators will have their "panties in a knot over this" because apparently they think that we are making "stacks" of money. The publishers are simply making a great deal of money, but individual faculty members typically aren't making tons of money from their own publications. This just seems to be a touchstone for legislation.

Senator Dowd: Thank you.

Senator Krantz: Within the last budget cycle Governor Kasich suggested that community colleges be granted four-year degree privileges, was there any discussion of that?

Senator Rouillard: Not that particular issue, but I think Western Governors agreed that it is probably one leg of that plan.

Senator Barnes: Who is Bruce Johnson? What’s the lobbying entity? Who hired him?

Senator Rouillard: He’s a lobbyist and he lobbies for higher ed. in Columbus.

Senator Barnes: Who pays him to do that?

Senator Rouillard: That is a very good question. I know that he’s handsomely paid and I can’t remember where I found that out at, but I will continue to look for it – it may have been in the Buckeye Institute Report and if so, that’s a report for government employees. He may have been on that list by virtually being the president and CEO of University Council, but he is apparently a registered lobbyist. I will have to say though, what I know of him and hearing of him, he’s not lobbying on our behalf- he is listed as an administrative lobbyist, that’s how Dan Krane described him- and that put a little spin on it. Are there any more questions? Thank you.

President-Elect Thompson: Thank you, Senator Rouillard. Next, I’d like to call up the Chair of the Undergraduate Curriculum Committee, Diane Cappelletty for her report.

Senator Cappelletty: First, I want to thank the committee. We got a lot done in our first meeting and my goal is to keep us on track so at every meeting we’re approving something, so we keep up with things as they are coming in the system. This first round that we have are submissions of new courses. There are four course proposals that we’re recommending for approval. All of the courses were unanimously approved by the committee to recommend to Senate for approval. We can go through those individual four if you would like; we also have 44 course modifications that we had unanimously recommended for approval. My request to Senate would be that we review the new course proposals as a group and then the new course modifications as a group, as opposed to individually. So, of the four new courses: two are PSE, one is SOC, and one is Arts. Again, they are straightforward courses- the syllabi looked good with them and the learning objectives looked good. There were minor comments on one or two of them, but other than that, there were no issues with them. So, is there any discussion from those four individual courses? Hearing none. All those in favor of approving those course proposals say “aye.” Any opposed? Any abstentions? ***Motion Passed.***

BUAD3500	BU	MGMT	Sustainable Business Practices	3	Joseph Cooper	10/12/2016		Recommended Approval
HIST3120	LS	HIST	Women in Medieval Europe	3	Kristen Geaman	3/31/2015		Recommended Approval
CRIM4490	SJ	SWLS	Criminal Forensics and Trail	3	Mick Dier	11/4/2015		Recommended Approval

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All right, next are the four course modifications that came through. The vast majority of them were very straightforward that either were prerequisite changes or co-requisite changes. They might have minor credit hour changes, but the credit hour justification was certainly provided. The content looked good to all the committee members. Again, this is a unanimous recommendation of the committee to bring this forward. What is currently on the spreadsheets, all of them have actually already been approved through the amnesty documents for some of the colleges. So rather than trying to go through and figure out what's already in the amnesty vs. what I still need to sign off on, we just decided we would bring forward all of the stuff that I need to sign off on, even though some of the changes may already be in the system through the amnesty process- so there may be some duplication that some folks are aware of, but I really don't want to go through the already approved amnesty documents. As I just understood, there are some new amnesty documents that we will be looking at during this semester. Is there any discussion on those course modifications? Hearing none. All in favor of approving the course modifications say "aye." Any opposed? Any abstentions? **Motion Passed.**

BUAD3010	BU	MKIB	Principals of Marketing	3	Iryna Pentina	10/29/2015	Pre req change ECON	Recommended Approval
EBUS4150	BU	MKIB	E-Commerce Business Models & Project Mgmt.	3	Iryna Pentina	4/20/2016	Ok name change & pre req.	Recommended Approval
THR1010	CA	THR	Creative Process	3	Iryna Pentina	2/19/2016	Ok title & description	Recommended Approval
EET3350	EN	ENGT	Digital Systems Design	3	Iryna Pentina	9/26/2016	Ok title & description	Recommended Approval

I have one more for you. The College of Medicine & Life Sciences has created a research based course for undergraduate students. They used the paper system and President Humphrys had the paperwork and had been meaning to forward the paperwork, but had not. David Kennedy contacted me yesterday about this and provided me with the paperwork and I sent it out to the committee members and the committee members reviewed the course proposal. This hasn't been sent out to you guys, so I'll walk you through it. Again, this is a unanimous decision of the committee to recommend approval of this document. This is a research course and it is going to be cross-listed with another course within the university. It will allow students to sign up from anywhere between 1 to 12 credits of research. They are able to repeat the course if they so desire for credit. One of the questions raised by a committee member was the particular statement that a student can potentially take 24 credits of this research course – again, through advising it was brought up that students will understand how much will actually count towards whatever it is they are transferring to and how much would not. The syllabus was fairly well made out in terms of what you can do as far as being research based. Students will go under contract with the faculty mentor describing exactly what their effort will be. The catalog description is: *“a directed research... designed to help undergraduate students gain real insight into specific human health science research programs.”* The course objectives- again, *“develop an understanding on the health science research.”* Define, discuss scientific methods; create a hypothesis; gather, organize, interpret data; define and discuss ethical issues in human research and participate and present research findings in lab group meetings.

So students will be working through all aspects of research projects. The grading grade is the aspect of course the individual contract will define which is based on the project. So, we like the course objectives and we like the definition; yes, it is slightly nebulous in the evaluation piece, but as they're applying to the contract it will be appropriate credit for research projects. Are there any questions or discussions?

Assistant Deans Pollauf: I guess I have two questions. One is, so Medicine is not actually trying to offer this to graduates? So the undergraduate class is from a different college, am I following that right?

Senator Cappelletty: I think that is yet to be worked out with the Provost and Registrar's Office which is why I believe they are cross-listing this with BIOL and CHEM courses.

Senator David Kennedy (substitute for J. Duggan): Yes, it will be cross-listed with Biology and Chemistry and it's offered as an interdisciplinary course.

Assistant Dean Pollauf: Okay. Then the second question is, I imagine this will be controlled by permit for the co-requisite to keep wanderers from accidentally "wandering" in?

Senator Cappelletty: Yes.

Senator White: The Strategic Planning meeting today emboldens me to pose this thought- I wonder how many courses are already all across the campus that are like this that are research and data intensive. It makes me wonder if the faculty here would be open to making use of something that we have called a "statistical consulting service," more or less like a writing center. I think that might enhance the students' experience if they got some interaction with statisticians that manage the consulting service, be it faculty or graduate students that are working here. So, it is just a thought and I don't think it has any impact on the discussion here today, but is there anybody here that is representing this that might say, "no, we don't need you" or might say, "what an interesting idea"?

Senator Kennedy (substitute for J. Duggan): Yes. Well, actually our Division of Cardiology currently has a number of statistical people that we work with on a lot of clinical projects which is an incredible help.

Senator White: So we can expand that?

Senator Kennedy (substitute for J. Duggan): Yes, we had discussions about this.

Senator White: Good.

Senator Dowd: Is it common to have any course that's research-based that is 12 credit hrs., is there anything comfortable with that? Does anyone know? We are currently talking about projects, but those are credit hours.

Senator Steven Haller (substitute for D. Malhotra): I would be happy to address that. So typically a student is going to take, depending on the project, up to 3-4 credit hours and they would repeat that. For instance, we have a student right now who is taking several semesters, but signed up for either 1 or 2 credit hours, so it is repeatable if they choose to sign up for the same course. However, they do not necessarily have to take consecutive semesters, so if they choose do intensive research, they could choose that 12 credit hr., but obviously, we would not advise nor would their advisor advise them to take two 12 credit hrs. back to back to back. It's really to permit the students who only want to sign up for 2 to 3 credit hrs. that they're going to take for the Fall semester and then the Spring semester.

Senator Dowd: May I ask a favor?

Senator Kennedy (substitute for J. Duggan): Sure.

Senator Dowd: If this is approved by Senate, after a couple of years, please come back to Senate to provide us with an update on whether it worked out.

Senator Kennedy (substitute for J. Duggan): Sure.

Past-President Keith: Well, I have a question about the degree audit report, so will the cross-listed courses also the 12 credit hours, and is the credit for the cross-listed courses repeatable up to 24 hours?

Senator Kennedy (substitute for J. Duggan): Currently the cross-listed courses only allow up to 4 credit hours.

Past-President Keith: So, how will the cross-listing work?

Senator Kennedy (substitute for J. Duggan): In terms of cross-listing, that is a good question. What I have been told is that the registrar handles that. But if a student signs up through Biology, they will only be allowed to take up to 4 credits of that course. I guess the reason for the 12 credit hrs. is because we had one student in particular who said she wanted to take 12 credit hrs. of a course and spend full time in the lab- all of her coursework was done and she was ready to graduate. So because she brought this to our attention before the course was proposed, we incorporated that as something that might be a consideration that we would seek. So she would have to take that course listed through the INDI 4000 as opposed to Biology or Chemistry.

Assistant Dean Pollauf: Well, it sounds like you want this to be repeatable and you really want the maximum to be 24 vs. 12, and if so, then why is the maximum 24? Under what circumstance do you think it is appropriate for somebody to take 24 hrs.?

Senator Kennedy: Well, actually, I don't know if 24 is listed anywhere. I think the idea would be that a student can take 12 credit hrs. in a semester. Now, if we want to cap it at 12 credit hrs., I would be happy to do that. I don't want to make this an issue; it's not something that is really a practical consideration for any student.

Senator Cappelletty: Yes. Well, 24 credit hrs. is simply just something that if a student wants to take it at 12 hrs. and repeat it for credit, there would be nothing that would necessarily "stop" them from taking it for 12.

Senator Jorgensen: I can see where a student may take 3 hours a semester and repeat it a couple of times, sum the maximum of 12 credit hrs., but 12 hrs. of one semester, I don't think I've ever seen curriculum like that. Should that student be in school doing that? They've already finished the coursework and then can graduate and start a graduate program. It seems very unusual, basically unheard of, for one particular student who wants to do this particular thing. 12 hrs. of just research, that would apply a tremendous amount of work over a period of time. We have students doing, say, 1, 2, or 3 hours of research and looking at doing it in, say, three-in-a-half days for 3 credit hrs. so it would be 9 hrs.- so when you are talking about 12, that is an incredible amount of effort. So, I would object to the 12 hrs. at once,

but repeating it for a total of 12 hrs. over a period of time, that sounds reasonable. Now, I know that is a different situation that is being proposed here.

Senator White: Did you say that you have an example of a student who is interested in doing 24 credit hours in a semester? Is it logical for a student to do this full time for 2 semesters? Can you explain this a little bit?

Senator Kennedy (substitute for J. Duggan): Yes. The student approached us in the College of Medicine and was looking for a research opportunity. She is very close to graduation, but she wants to do a scholarly project- it would be an independent study and it would fall into the purview of this. So they arranged their schedules so they can accommodate taking 12 credit hrs. of a course for research.

Senator Cappelletty: I am thinking that if we add a modification in here that says the maximum number of credits that could be earned through this- it would be 12. So it would be 12 and if a student takes it all in one semester they would be done. Is that amenable?

Senator Kennedy (substitute for J. Duggan): Sure.

Senator White: Just a comment on Senator Jorgensen's concern. I would be in favor of a lifetime cap and I am also willing to acknowledge that Medicine might be a different "world."

Past-President Keith: [*Indecipherable*]

Senator Jorgensen: Are there enough graduates graduating from the graduate programs?

Senator Crist: Let me give you a bit of history. Sometimes you have a better chance getting in with a Bachelor's degree, certificate, and research experience than just a Master's.

Senator Giovannucci: I would say that is true. I am sure that most of these students are interested in medical school and this would be a significant advantage to a student, they can still maintain their full-time status. If a student does an intensive research course which would significantly enhance their ability to apply and potentially get accepted into a medical school- and from that point, I can see a student that had completed most of their coursework, but still wanted to move up this aspect of their experience. Now, 12 credits in a semester could be done I suppose, but I would advocate too that we sort of cap the total number of credits at 12. and let it be up to the student if they want to do it in pieces or one big chunk.

Senator Dowd: The decision to pursue such a course load is up to the student, but, to make an obvious point, the faculty member also has responsibilities specified in the contract. The faculty member must approve the course load and agree to supervise.

Senator Cappelletty: Okay. So we are agreeing to capping it at 12 or less, the maximum is 12. So we will add that on paper before we forward it to the Provost's Office.

Senator White: So this is a college initiative and there is no department and course number, did I understand that right?

Senator Cappelletty: The course number that is being proposed is IN4000- it is built in the INBI 4000 as an interdisciplinary course. It will be cross-listed with Biology and a Chemistry course.

Senator White: And those two were capped before?

Group of Senators: Yes.

Senator Jorgensen: 4000 is not the usual number for that. I don't know it off the top of my head, but it will be 4 9 something.

Senator Kennedy (substitute for J. Duggan): Yes, 4910 is the norm. I am using 4000 because that is what was given to me by Thea Sawicki and the other administrators. We would be happy to change it to whatever number you have in mind.

Senator Cappelletty: Is there any further discussion? All in favor for approving this new course say, "aye." Any opposed? Any abstentions? *Motion Passed.* I thank you very much.

Senator Jorgensen: I just want to compliment you and your staff for innovative programs. You are very efficient. They treat the students very well. There are fantastic opportunities and it's great. I recently had a semester with USAC teaching in English. I know other people in the room have done that, it is just a great program and I encourage faculty to look into it.

Senator Cappelletty: Right. I am working on having a meeting with President Humphrys and Marcia King-Blandford to get access to the website to see documents. I have added this to the list, but I'm really not clear yet [on] what's done and what is not or what needs to be picked up by us or needs to be picked up by the Provost and Registrar's Office.

Senator Jorgensen: Some of those affect courses for next semester, prerequisites and a whole host of things.

Senator Cappelletty: I will work to get that clarified quickly.

Senator Jorgensen: Thank you.

President-Elect Thompson: Thank you Senator Cappelletty for the work that you've done and the work of your committee. Next on the agenda is the Contribution Margin Report; from my understanding we are not going to get a full report on that at this time, but Senator Dowd has a few comments.

Senator Dowd: Senator Rouillard, Past-President Keith and I will give a presentation to Senate at a subsequent meeting. The contribution margins are being constructed by the Office of Finance. We are not presenting that material at this time because it would be premature to do so. That is, there is a bit more work and consultation that must occur before the presentation is ready for Senate. As a side comment, the contribution margins being generated at this time are substantially different from those constructed during UT's Jacobian period. Past-President Keith can provide more detailed information on the improved contribution margins.

Past-President Keith: We are going to present the aggregated contribution margins – the ones for the University as a whole – instead of the ones for the specific colleges because the deans have only seen the contribution margin for their college and not the others. We also want to talk about discounting and how it impacts the University's contribution margin.

Senator Rouillard: The information about a discount is becoming clearer and clearer that discounting as a strategy doesn't work. Discounting as a strategy to increase enrollment is not working and so that clearly has to be revised.

Senator Krantz: In what way are you using "discounting" as in reducing tuition of incoming students, is that your meaning?

Senator Rouillard: Yes, and reducing it sometimes after they are accepted and enrolled in the university. So it seems to be like a counter-productive strategy.

President-Elect Thompson: Thank you, Senator Dowd. Next on the agenda is the Judith Herb College of Education Department name change. Earlier today you received a resolution that basically details the Higher Education Department from Health & Human Services back over to the College of Education. So as part of the CBA it has actually come before Senate and revamped and so we will actually vote on this issue. Since it is forwarded from the Executive Committee we do not need a second, but we will certainly entertain discussion that you might have for us. Previously, it was just the Department of Early Childhood and Special Education, but with Higher Education going into that department, its name will now be the Department of Early Childhood, Higher Education, and Special Education. So by approving this resolution it shows the support of Senate in terms of the name change. This resolution reads as follows:

"Regarding the move of the university's Higher Education Program and its faculty back into the Judith Herb College of Education (JHCOE)"

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

***Whereas**, the July 1, 2016 merger of the College of Health Sciences and the College of Social Justice and Human Service to form the new College of Health and Human Services resulted in the Higher Education Program returning to the Judith Herb College of Education;*

***Whereas**, this merger anticipated that faculty of the former colleges would work out their reporting structures in their new homes;*

***Whereas**, upon joining the Judith Herb College of Education, the Higher Education Program became part of that college's existing Department of Early Childhood and Special Education;*

***Whereas**, on August 19, 2016, the faculty of this combined department voted unanimously to change its name to the Department of Early Childhood, Higher Education, and Special Education;*

***Whereas**, the Executive Committee of Faculty Senate, at the request of the ~~JHCOE~~ dean, has reviewed the name change;*

***Therefore, be it resolved**, while the input provided by Faculty Senate can take many forms, in this particular case the Faculty Senate of The University of Toledo on this 25th day of October 2016 endorses the process used to facilitate this name change and supports the faculty members' decision.*

President-Elect Thompson cont'd: Is there any discussion or are there questions that you have?

Senator Compora: Just in the last "whereas," it says "JHCOE."

President-Elect Thompson: Thank you. That is duly noted; we will make sure that we change that in the final version. Is there any other discussion? Those in favor of approving this Faculty Senate resolution, please say "aye." Any opposed? Any abstentions? **Resolution Passed Unanimously.**

*University of Toledo
Faculty Senate Resolution*

“Regarding the move of the university’s Higher Education Program and its faculty back into the Judith Herb College of Education (JHCOE)”

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

Whereas, the July 1, 2016 merger of the College of Health Sciences and the College of Social Justice and Human Service to form the new College of Health and Human Services resulted in the Higher Education Program returning to the Judith Herb College of Education;

Whereas, this merger anticipated that faculty of the former colleges would work out their reporting structures in their new homes;

Whereas, upon joining the Judith Herb College of Education, the Higher Education Program became part of that college’s existing Department of Early Childhood and Special Education;

Whereas, on August 19, 2016, the faculty of this combined department voted unanimously to change its name to the Department of Early Childhood, Higher Education, and Special Education;

Whereas, the Executive Committee of Faculty Senate, at the request of the JHCOE dean, has reviewed the name change;

Therefore, be it resolved, while the input provided by Faculty Senate can take many forms, in this particular case the Faculty Senate of The University of Toledo on this 25th day of October 2016 endorses the process used to facilitate this name change and supports the faculty members’ decision.

10/25/2016

President-Elect Thompson cont’d: Thank you very much. Next on the agenda, I call Dr. Sammy Spann, Assistant Provost for International Studies and Programs to give us an update.

Dr. Sammy Spann, Assistant Provost for International Studies and Programs: Thank you. I pretty much would like to say thank you for letting me come every year to say “thank you” and ultimately give you updates. A lot of what you’ve done has helped us out a lot – so much so that we ended up being on the front page of the newspaper for some of our alums who made an endowment, our first international donation. One of the individuals I met in Shanghai gave a donation and she reminisced on her time here at The University of Toledo. She said she had fond memories of a Thanksgiving dinner at someone’s house where they had a ranch and cows. She had a chance to go and touch a cow and it was very impactful- so much so, that every year in Shanghai she invites everyone in the region that are graduate alums from UT and she orders a turkey since she can’t find one in China and she has a Thanksgiving dinner. So, I want to say “thank you” because we have come to Faculty Senate and we’ve always passed a little flier out that if you’re willing to host a student or a scholar for Thanksgiving, we ask for you to do that. It is just one day. Last year we had the news reporters come over to my house- we had about four or five different students there and those students had fun times. So I would like to ask, if you are interested or if you know anyone, you can just pass these out and I will also send them out via email because that helps out quite a bit too. Our goal is not just to create donors, but to give all of our students an experience that will last a lifetime. Toledo is the first place for a lot of our international students, their first glimpse of America. These 20 plus alums had a wonderful first experience here. Some live in California and some are back over in China and we have another group in Japan in Toyohashi. There are a few alums there that are similarly interested in giving back to the university. To give you a perspective, The University of Toledo has about 10% of our student population that are international students. To give you an average, nationally, the average is 5-7%, so you can see that we’re above average. A lot of times our students come here and go back to their own countries and do wonderfully well. On average, international students at The University of Toledo bring about \$26 million a year to the local economy and \$22 million to the university, so this is not a “small” thing here. We want all of our students to have an experience and the

more diverse we are, the stronger we are. Also, I didn't know this until Provost Hsu told me, each alum that donates money is actually one point towards raising our prestige. We had about 20 people that donated and they wanted to give a lot more, but we only asked for \$24,000; it was just to show them that we were serious about building a relationship, and they couldn't stop, they went up to \$37,000. They already had a meeting with Dr. Hsu saying they want to do more as far as recruiting and helping get more experienced students and experienced international students as well.

I do have gifts. I have pens with highlighters that you can use to grade papers with. Also, some of my students come and tell me when I ask, how did you find out about Study Abroad and they'd say, I was in my faculty office and I saw this book- so it does help, although I'm throwing my propaganda at you <laughter>. We have the international food guide to all the restaurants and we normally do additions. What we did find out is that a lot of these restaurants are giving our students, with a student i.d., up to 15% discounts and it tells you which ones deliver to your office. So you have a choice of "bazillion" foods to everything in between.

Another piece of information that I want to give you all is just the average of what we offer in class and in our office. We did something for the first time last year, we had an international graduation and it was packed, it was a full house; parents came up and took pictures; I had to get the cutout of myself because it was going so well and students were taking so many pictures <laughter>. We sent out a survey last year and students were talking about that was one of the most memorable moments here. They had the chance to carry their flag and take pictures- many faculty members came, so thank you to those who came, and it was a very tearful and powerful moment. We are also doing passports in our office. We are the only university in the state that is a passport agent. We started doing it just to try to get Study Abroad numbers up and now we have people on the outside coming to get passports. We do about 350 passports per year. The federal government gives us \$25.00 off each passport that we do, so it is generating some funds and that pretty much pays for the students' photos because we do students' photos in-house. If you are an employee of the university, we will do your photos for free. In some situations we can waive the expediting fees, and that is to encourage our faculty members.

I am excited about going to 15 weeks because I would love to see more faculty-led programs. I prefer faculty-led over agency-led because I know you, but also it gives the opportunity to have a much broader variety of opportunities for our students. There are a lot of faces in here that I see that have done Fulbright or other programs and I appreciate you doing that. Another topic about competitive awards, President Gaber has shown an interest in increasing our competitive awards and our office is kind of taking the lead in marketing and our staff members are sitting down with students. We doubled the number of Fulbrights and to put that into perspective for you, we had around three or four Fulbrights, but last year we had about eight or nine, so we have a lot more interest. I told students that if they would apply for a Fulbright that we will give them \$50.00 if they qualify. We sent an email out to about 400 students, probably 75 of them came in and wanted to meet, so we went through the process. The ones who made it actually were so excited that they forgot to ask for the money<laughter>. It worked out quite a bit and I'm excited just to say we are getting more. President Gaber and Provost Hsu are very used to getting more faculty awards. We are still working on the pay scale for some of those awards, such as, how much does the actual award give and how much will the university give whether it's a sabbatical for release time. We are looking at all those awards to kind of get more faculty members involved as well.

A couple more things: We have created some new programs for the international student experience which is similar to the...work very closely with student affairs. We created football one-on-one, not soccer. We actually...to the game and we did this three years ago and it was very powerful. We had 150 students go out onto the football field and the football team ran between them and they put it upon the mega..."Welcome to The University of Toledo; Welcome to America" and then an announcement came on and welcomed all of our international students- that was very powerful and we want to continue to do things like that. Music on the mall where we have different kinds of music during the Spring time that we play on the mall. We have a Taste of Toledo every month where we go to a different international restaurant- faculty and staff are invited as well. We buy appetizers too, it kind of creates dialogue and communication with our domestic students. All our programs that we do, the students will pay roughly \$10.00, like we went to see LeBron play last year and we took about 100 students- students pay \$25.00, but if they bring a non-domestic student then they get the ticket for \$10.00, so you should've seen how many international students made American friends <laughter>. So we went to the game and we talked about it and had dinner together- it was something that we're trying to do to get more relationships building on their end. On the immigration end, we have a booklet for those scholars, the ones that are coming to work on these. We have an easier process and we want to make sure that everything is within guidelines, so we are talking to D.C. a lot about the new policies and the changes to immigration; we're immigrating students as well as staff to the university, so we're looking at how to get our staff and students here without going through so many loopholes and challenges. The downside to a lot that went on, I know some of you have asked or sent emails- last year we did have a terrible dip in our American Language Institute. We averaged about 300-400 students in that program and we have about 68 students in that program now. Instead of letting the university as a whole take a hit, ALI took the hit. We gave a 90-day notice to all the staff, all the faculty and instructors, then we posted those positions as part-time positions. A lot of staff who were full-time, some came back as part-time and others found jobs at other places, but we are going to build the American Language Institute back up. One of the things that we are heavy on, just for your knowledge nugget, we are heavy on the Saudis; most universities average around 15-20% of their student population in Saudis, we were way above average, it was unbalanced. We had some conversations in the past that this is not good and we need to diversify. I think the numbers show that we have to do it and now we're being proactive and we're moving in the right direction of diversity- so our efforts are getting a broader number of students from a variety of places. So right now we're not out of the dark yet; right now we have about 900 freshmen and approximately 600 are from Saudia Arabia and if the king says that we have to cut it off then we can lose more students. Again, we are not out of the dark, but I wanted to let you all know that because you'll see numbers fluctuate and I am also recruiting as well, so I am wearing many different hats.

I just wanted to say, thank you again for letting me give you updates on this. It is important to the university for this diversity that we do have. Toledo is a destination spot for a lot of our students. A lot of our students are coming here from word of mouth and students here have such a wonderful experience- they're talking about their research and experiences and relationships that they're building and I want to continue to do that so we can continue to grow our university. Thank you so much, again. Do you have any questions or comments?

Senator Jorgensen: I just want to compliment you and your staff for innovative programs. You are very efficient. They treat the students very well. There are fantastic opportunities and it's great. I recently had

a semester with USAC teaching in English. I know other people in the room have done that, it is just a great program and I encourage faculty to look into it.

Dr. Spann: Thank you. If any of you are interested in doing one of these, my office will find funding to help as well as to give you release time to do that as well. You cannot diversify a campus by bringing international people over, it has to be a psychological transformation, it has to be an experience, not just for the students, but for the faculty and staff as well. I forfeit a lot of trips that I [could] go on. I just sent a success coach, an advisor and a director of one unit in my place, and that will go a long way because we have to collaborate with those three entities throughout campus. So, if there's an interest for you to get any experience, please let us know.

President-Elect Thompson: Thank you so much; I appreciate you for being here. Next you will hear about Safe Place Training by Matthew Perry, Associate Director for Residence Life.

Matthew Perry, Associate Director for Residence Life: Thank you all for having me. So I work in Residence Life. This is my seventh year on campus. I worked in Residence Life in a variety of roles. I am here representing the LGBT QAD Plus Advisory Board, so I am advocating for gay, lesbian, bi-sexual, trans, non-binary, queer, questioning and the list goes on, as well as our allies. We wanted to come to Faculty Senate to discuss currently where we are at as a campus with Safe Place Training. So this training is designed to provide safe spaces on campus for faculty, staff and students to simply be, to "exist" and be themselves. To create these spaces where there are resources to help somebody who may be coming out or maybe has questions or may just need a resource or someone to talk to. Currently, in years past this committee has been pretty strong on campus- the program has been thriving. But over the years we had lots of people transition to coordinate and develop the training and so at one time all faculty, staff and students who wanted it would be able to request the training and go through it. Currently with a lot of turnover people are leaving the institution, so at one point it was just myself as one of the sole trainers. So doing this type of work or any type of diversity work, you know people will tell you that it's not in their job description so it is not formally in their role to do these types of trainings, but this is something I feel a call to do at an institution level, which is to support faculty, staff and most importantly, the students. Currently, there is really not a home for this program on campus besides this advisory board made up of faculty, some of you in the room, staff members on different campuses as well as some student leaders. So one of the challenges of this training for the program is that there's not somebody who really owns it, so that is one of the things that the advisory board is currently working on right now and moving forward because that means there's a piece of it which means multicultural students, Student Success, and Student Affairs - a piece of it is maybe in diversity. So when Dr. McKether asks, who owns it and who is going to be responsible for giving the training to campus – and it should really be a full-time person's job.

In the meantime, I and a few other people are campus trainers and so we really just want to bring that message here so you all as faculty members realize that if this is a training that you would like, or your department, or any type of meeting that you are in, or other groups, or entities you are involved with at the university, I can be one of the contacts for you- Matthew.Perry@Utoledo.edu - There are two of us in Outlook, I am the staff member and there's also a student. I am the full-time staff member here at utoledo.edu. So this training is really a one-on-one type of training; it is meant to raise awareness. There's terminology in there, there's statistics, there's information about our climate survey, and what it means to be an ally and what are some common issues or concerns that faculty, staff and students who identify this

way could possibly experience or going through. There's a coming out piece and then towards the end of the training we have the Safe Place Pledge where if people want to take it to the next level and identify themselves as a safe space you will get a free sticker. The idea would be for the people who feel comfortable and it's 100% optional to fill out that pledge and then you would display that sticker in a space that will give somebody that visible way of knowing that you're a safe resource for them. What it doesn't mean is, you have all the answers and you are all-knowing. Somebody just educated me the other day a little more about what does non-binary means and so, even me as a trainer is constantly learning and changing to adapt to new terminology on how people choose to identify. I just wanted you all to know that this training is still available for faculty and staff; predominately, it's been just offered to students on campus, but this training is absolutely available to departments or just anybody who wants more information. So we are not just talking about students, but we are talking about faculty and staff.

Assistant Dean Pollauf: So am I understanding you correctly, this is unfunded and it is strictly voluntary? You guys do not have any office space, no dedicated staff people and there's no actual organization that is recognizing you in the university?

Matthew Perry: Hard question to answer, but I am going to try my best. So there is a G.A. that was added as part of the recommendations through the Advisory Board. So the recommendations through the university were to have more full-time staff members, but it just wasn't in the cards this time around- like, as you all know that work at the university, in terms of budget where resources are being allocated or reallocated and so really, the Advisory Board has been the one that has owned this voluntarily and there's even people in the room that helped develop this when it was created. But really getting it to the campus level and that doesn't necessarily mean requiring everybody to go through it, but really developing a system, a mechanism in place for everybody who wants to receive the training to actually receive the training. So currently there are volunteer trainers like myself on campus who do it. I will tell you that it is in my job description somewhere, but it really isn't at the end of the day. I am sure all of us who are trainers feel that we're just called to do this type of work on campus. But moving forward, we definitely want to see the possibilities, especially with Dr. McKether's office, like what exists and what could exist to get us back to where we were even a few years ago, getting us training to all faculty, staff and students who request it. So I really can't say that there's an office or entity that owns it beyond the Advisory Board currently.

Senator Prior: How long is the training?

Matthew Perry: Currently it is 50 minutes. On other campuses it is a little longer and a little extensive, but the materials are similar. We are currently trying to train more trainers so we can get back to doing the campus piece to offering it to whoever wants it vs. just students or students' organizations. So, if you give us a date, time and location we will try our best to accommodate you and training like that.

Senator Barnes: I want to mention that many of us on the LGBTQA Advisory board have a significant problem with mandatory training; it is contradictory to everything we know about what works. So students who are in the class and do not experience the choice to participate are in an incredibly difficult position, and even if they do participate, although against their will, they are not people we would want to identify as a safe person, particularly in such a hostile situation.

Matthew Perry: Well, we have a professor on campus who asked us to do the training in some of her classes with the understanding that her students are the ones wanting it and they are very much on board, so that is different than a faculty member requiring their class which is what Dr. Barnes is getting at, to go through the training. So of course, it is different if the students say this is something they would want to do.

President-Elect Thompson: Matthew, may I ask you a question?

Matthew Perry: Sure.

President-Elect Thompson: As part of this Advisory Board, is it kind of fair to also look at policies in terms of...inclusiveness on campus. I know this has gotten a lot of attention at other universities and they have faculty that that's just their designated role to look at policies and look at things like gender issues or quality issues on campus, so from a policy perspective, is this group part of that?

Matthew Perry: So it is definitely a group that I would say advocates and advises in a multitudes of areas depending on what the current climate is and what things gets presented to the Board. For example, right now just something off the top of my head, for change-gender individuals at the university, we learned that there's not a lot of healthcare options. You know, you have to require reporting everyone's identities and the list goes on, but with the current healthcare option, it is really not in there. So those agencies are not sensitive or necessarily supportive to transgender individuals who may need healthcare, and that is even at this university. Now, I say that not to speak negatively because I don't think or hope nobody is doing it on purpose, but it is an issue. So when that gets raised to the Advisory Board then we have a responsibility to act on it, I guess that is how we see ourselves. So acting on it may mean bringing it to the provost's attention, President Gaber or Dr. McKether, or whoever's the appropriate body and say, here is the concern and maybe here's some recommendations and how do we move forward with this. So this is just one thing that this group will be advocating for right now.

President-Elect Thompson: I know for example, at other institutions when you ask about transgender and they want to use their [student] card and the way that they're registered, those can be issues. So I think it is really important that we have groups like this to maybe make some recommendation.

Matthew Perry: We are constantly looking for more safe individuals to join the board to make sure we get the full scope of all the campus too. We want to make sure that we're not missing something where we could be making a positive impact for faculty, staff and students.

Senator Barnes: We are always looking for individuals who might be seeking a service opportunity, especially on the Health Science Campus because it is hard to get representation there. So we are thinking about diversity in terms of all the colleges and also faculty, staff, students, grad students and international students as well as...So, if you know someone who is interested please have them email Matthew or me and we'll get them the meeting schedule.

Matthew Perry: Are there any other questions?

Senator Compora: Has any thought been given to an online learning module that one can self-select and go through the training?

Matthew Perry: That came up in my meeting about 30 minutes ago with a certain someone, not Dr. Barnes, but somebody else<laughter>. If you look at other campuses, there are definitely online components, but a piece of the training has to be done to have an impact. Some campuses have about three different layers to the training and maybe the first layer is an online thing but could be requested in person and then the next two are very much past the informative piece and more in depth- even doing role plays like, how do you respond as a faculty member if a student comes out to you during your office hours.

Senator White: You mentioned the climate survey and I would love to see the raw data. Does that exist somewhere? Can I see your interpretation?

Matthew Perry: I don't know if you'll find our interpretation; we all probably have our own opinions. I would say that I know the climate survey dashboard was taken down at some point as they restructured what that website was going to look like. So currently in trainings we are using the 2014 data, but the idea would be to revise that with the current climate survey that was just done in the Spring once that's available. Are there any other questions or comments from anyone? Well, thank you for having me, I appreciate it.

President-Elect Thompson: Thank you, Matthew. One of the things that Faculty Senate has been working on is making sure we have a positive relationship with Student Government. I just want to recognize a special guest that is with us today, Amal Mohamed who is our current President of Student Government.

President of Student Government, Amal Mohamed: I just wanted to say in the future I want to attend all Senate meetings and stay the entire time that I can. I also would like you guys to know that I'm really looking forward to being a student voice here and Student Government would love to hear your voices as well.

President-Elect Thompson: Thank you. This is just a reminder that most of your committees also have a student representative on them, so we are looking forward for students to attend those meetings. Are there any items from the floor?

Dr. Schneider: I just want to ask you for participation. All of you should've gotten an email yesterday from the Provost's Office asking you to respond to a survey about what kind of writing that is required in your class. This is part of a writing project that is a response to the recommendation of the University Assessment Committee. Programs were asked to identify...and 40% of the programs that responded said student writing. So, the provost has convened an ad hoc committee that is looking at multiple aspects of student writing on this campus and this survey would provide critical input so we know what kind of writing students are doing...after graduate and before graduation. So I would appreciate it if you respond to that survey. Amal, one of the things that I would love to follow-up with you today is to talk about getting students' help on this.

President-Elect Thompson: Are there any other items from the floor?

Senator Krantz: This is just a point of information for the Senate. The College Council for Natural Sciences and Math last meeting, last week, discussed minimum passing grades for prerequisite courses, specifically in sequence courses, but more broadly it also incorporates the next step up from introductory

courses into kind of the gateway courses into a major. So, as a council we asked representatives to go back to each home department and review the prerequisite course requirements- and where this is coming from is, the state defines a passing grade as a “D-” and that becomes the default value in Banner. When I was working as the liaison for gen ed. I kept seeing that over and over.

Senator White: Is that all introductory?

Senator Krantz: Every course, and chemistry is on its way toward that if I am remembering correctly. Again, what’s driving all of this is that the statistics show very strongly that a student who earns a “D-” in a prerequisite course is highly unlikely to pass the next course in sequence, so it becomes an issue. The recommendation that we put forward was make that default grade a “C-” or for some even a “C.” So for those of you who also serve on college council, please take it back to your department and bring this up as a point of conversation.

Senator White: Are there any amnesty courses that have a math course prerequisite and are the colleges addressing within the college or across departments?

Senator Krantz: I did report that our own department and math course prerequisites did show up and it’s probably about 20-25% of our courses.

Senator White: So, does the college address that question whether or not the college wants to consider requiring a “C-” in the math course for the environmental sciences course?

Senator Krantz: In the council discussion we did not address that specifically; I intend to bring it up in our department meeting and when we report back to Council we will probably bring it up again.

President-Elect Thompson: Are there any other items from the floor?

Senator Kippenhan: Part of the problem is that we can put that on the books, but we don’t have a system to enforce it. So we need a system for the registrar’s office and Banner program that would say “put this in your course” because they have all of October and November and a student may not have an high enough grade to move to the next course.

President-Elect Thompson: Are there any other items from the floor?

Senator White: Let me just second that because that is a university issue, we face that all of the time.

President-Elect Thompson: Are there any other items from the floor? All right, thank you for being here today. May I have a motion to adjourn? Meeting adjourned at 5:46 p.m.

IV. Meeting adjourned at 5:46 p.m.

Respectfully submitted,
Lucy Duhon, Executive Secretary

Tape Summary:
Quinetta Hubbard, Administrative Secretary