

**THE UNIVERSITY OF TOLEDO**  
**Minutes of the Faculty Senate Meeting of April 11, 2017**  
**FACULTY SENATE**

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

Approved at FS meeting on 08/29/2017

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**Summary of Discussion**

TOEFL Guidelines- President Humphrys  
General Education Policy and Modification- Chair Holly Monsos  
Voluntary Separation Incentive Plan- President Mary Humphrys  
Institutional Student Learning Outcomes-President Mary Humphrys

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

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

**I. Roll Call: 2016-2017 Senators:**

**Present: Present:** Ariss, Atwood, Bjorkman, Bouillon, Brakel, Cappelletty, Compora, Devabhaktuni, Dowd, Duggan, Duhon, Edwards, Emonds, Gilchrist, Giovannucci, Gray, Gruden, Hall, Hammersley, Harmych, Haughton, Humphrys, Jaume, Jorgensen, Keith, Kippenhan, Kistner (substitute for S. Barnes), Krantz, Lanham, Lecka-Czernik, Lundquist, Modyanov, Mohamed, Monsos, Nathan, Niamat, Nigem, Oberlander, Randolph, Relue, Rouillard, Said, Sheldon, A Thompson, Thompson-Casado, Tian, Van Hoy, Weck-Schwarz, Wedding (substitute for J. Wittmer) White, Williams, Wittmer

**Excused absences:** Brickman, Crist, Hoy, Kovach, Malhotra, McLoughlin

**Unexcused absences:** Burnett, Prior, Schaefer, Srinivasan, G. Thompson, Willey

**II. Approval of Minutes:** Minutes of the February 28, 2017 and March 14, 2017 meeting of the Faculty Senate.

**President Humphrys:** I'm going to ask for our Faculty Senate Executive Secretary, Lucy Duhon to call the roll. Thank you, Senator Duhon. Senator has Duhon an announcement.

**Senator Duhon:** If I may, I would like to make a quick announcement. This is National Library Week and there are lots of activities going on this week at both locations, especially at Carlson. If you will, tell your students, we have writing help tomorrow, all afternoon from 12:00 p.m. to 5:00 p.m. in the lower level of Carlson Library. We have a poetry slam Friday night. We have Game Night, Thursday night and we have a book sale all week long, 10:00 a.m. to 4:30 p.m. at Carlson Library. We have very nice selections. Again, this is National Library Week.

**President Humphrys:** Thank you, Senator Duhon. I have a short Executive report today because we have a very extensive agenda.

Executive Committee Report: Welcome to the fifteenth Faculty Senate meeting of the 2016-17 academic year. We have a lot of important things to cover and decisions to make today, so the Executive Committee Report will be brief.

Your Executive Committee has been particularly busy since our last meeting working with the Standing Committee Chairs and administrators to prepare many of the things we will be voting on today.

First, I want to remind everyone that the final voting for Senate, UCAP, and the Sabbatical Committee has begun. You received an email containing the links. The deadline for voting is 5 p.m., April 18. At that time, the Elections Committee will be contacting the newly elected representatives and the Senators will be invited to attend our meeting on April 25. I want to acknowledge and thank Sibylle Weck-Schwarz and Dan Compore for the wonderful job they did on this. They put a tremendous amount of time, energy and dedication into the elections and their work has resulted in an essentially problem-free process.

Provost Hsu approached the Executive Committee concerning having a set of overall minimum requirements for promotion and tenure at the University. These guidelines would result in a baseline from which individual department and college elaborations could build upon. Of course, these written requirements would have to be careful as not to conflict with the Collective Bargaining Agreement. Dr. Hsu has asked the Executive Committee to recommend faculty who would participate in writing these guidelines, with representation from the Senate (both campuses), the AAUP and UCAP. The Provost's Office would be represented by Dr. Melissa Gregory. The work of this committee will be done over this summer. By our next meeting, I should be able to announce the members.

I'd like to provide some information about a new process that will be used when new courses or programs are approved by the Faculty Senate. Federal and state laws require The University of Toledo to track when students participate in off-campus educational experiences. These would include internships, co-ops, student teaching, clinical placements, etc. In order to gather and record this information, the Provost's office must be aware of the courses and programs that typically require these types of activities. So, every time a new course or new program is approved by the Faculty Senate, the faculty member who originated the proposal will be asked to complete a survey indicating whether there are any off-campus educational requirements. The request to complete this survey will not come from the Senate, but rather from the Provost's office. The Executive Committee wanted to make you aware that this will now be happening. This concludes my Executive Committee Report.

Are there any comments from the members of the Executive Committee? Are there any comments and/or questions from the senators?

**Senator McLoughlin:** This is the first I'm hearing about the university-wide approach for elaborations. Being in a new college, Health and Human Services, we've adopted this process of re-establishing elaborations yet again, at the department level and at the college-wide level. I know it's kind of new in the process, but is the committee going to look at the established elaborations within the colleges and kind of build their guidelines off of that? Because right now, we just set that for the "fifth time" in Senate years again. I'm just throwing it out there as a cautionary tale about faculty maybe not happy about having to redo that again.

**President Humphrys:** I think these are going to be the baseline. I'll refer to the provost, but I don't think this committee is going to be looking in terms of trying to redo or make suggestions to the departments or colleges on elaborations. Does that sound correct, Provost Hsu?

**Provost Hsu:** Yes, I will be happy to respond to that.

**Senator McLoughlin:** Sure.

**Provost Hsu:** First of all, I have spoken to the Faculty Senate Executive Committee several times on this subject. This is the only campus that I was able to identify that does not have a university-wide guideline for promotion and tenure. Earlier this year, I asked our Presidential Fellow, Dr. Melissa Gregory, to

review the various college and department elaborations. She found that the elaborations were inconsistent. In light of these findings, I asked Dr. Gregory to look at other institutions and her research showed that 95 percent of the universities she reviewed had university-wide promotion and tenure guidelines in place. So, that is where this initiative started. I then spoke with the Faculty Senate Executive Committee and I believe that the initial suggestion was to have the Senate take care of it. But after additional discussion, we felt that UCAP and AAUP should be represented in the development of guidelines. So that is how the establishment of a committee came about.

**Senator McLoughlin:** Thank you so much, I appreciate it.

**President Humphrys:** Are there any other comments or questions? Okay. I wanted to make you aware of, and maybe you are, but have you gotten anything via email about the university's Voluntary Separation Incentive Plan [VSIP]?

**Group of Senators:** No.

**President Humphrys:** Okay. Well, I talked with Executive Vice President for Finance and Administration Larry Kelley and he gave me the okay to bring this up. We're going to be getting information, possibly by sometime today but maybe it will be tomorrow, about a new opportunity. As representatives for the faculty, maybe it's something your colleagues may be interested in.

The university is going to offer a Voluntary Separation Incentive Plan. I am not at all the expert on this, but just for informational purposes, you can take a look at this document. Basically, it's employees who are currently eligible to retire via their particular state retirement system's guidelines and it's *any employee* of the university, it's not just faculty. If you fit the requirements to be eligible to retire by, for example, STRS, you will have an opportunity to participate in the program. They are going to roll this out and you're going to have a short time span to make a decision. To participate in the plan, you have to agree to voluntarily separate from the university and make a selection within the window period, which is between April 10<sup>th</sup> and June 30<sup>th</sup>.

**Past-President Keith:** Well, I think the window is May 26<sup>th</sup>.

**President Humphrys:** From April 10<sup>th</sup>?

**Past-President Keith:** Yes.

**President Humphrys:** So it's April 10<sup>th</sup> through May 26<sup>th</sup>. You have to be eligible to retire and you'll get a lump sum equal to 50% of your base pay. As I said, I talked to Larry Kelley, and I do believe there will be something rolled out within the next 24 hours.

**Senator Ariss:** Are the people taking advantage of this program [going to] be qualified to be rehired at the university?

**President Humphrys:** No, not without special permission.

**Senator Ariss:** Because we have been rehiring many of our retiring faculty and administrators.

**President Humphrys:** It is my understanding that no one is expected to be able to be hired back; now, there might be exceptions that will be made.

**Senator Edwards:** Of course.

**President Humphrys:** Senator Dowd, am I saying it correct here?

**Senator Dowd:** During discussions of this issue the FSEC had with various administrators it was made clear that this program was not intended as a general opportunity for retiring faculty to be subsequently rehired. That said, I do not think that possibility will be ruled out in extraordinary cases involving specialized instructional or research activities.

**President Humphrys:** Yes.

**Senator Dowd:** There was a very strong desire to get the word out that this program should not be viewed as a way of retiring with the presumption of then being rehired. President Humphrys, is that consistent with your memory of the discussions during those meetings?

**President Humphrys:** Yes.

**Dr. Wedding:** This policy does not deal with that issue at all; it is black and white, you retire and if you happen to be in the “in-group” and they want to bring you back, they will bring you back.

**Past-President Keith:** I think there were additional documents---

**President Humphrys:** Yes, there are.

**Past-President Keith:** If you were to take advantage of this plan; it’s not a retiring plan, it is a separation plan.

**Senator Dowd:** That is correct, and an important distinction.

**Past-President Keith:** If you were to take advantage of this plan, you will be signing something that indicated that there is no expectation that you would be coming back as an employee.

**President Humphrys:** Right. That is exactly what my understanding is, what Past-President Keith just said.

**Past-President Keith:** Can I just say this?

**President Humphrys:** Sure.

**Past-President Keith:** I know President Humphrys was sent draft copies and she made some comments that Larry Kelley thought were very good and so they are going to be integrated into the final version. If this is what you initially received, then depending on what your comments were, we don’t have the current information.

**President Humphrys:** That’s right.

**Past-President Keith:** But the bare bones of the plan are exactly the same.

**President Humphrys:** Right.

**Past-President Keith:** Maybe you can tell us what you were concerned about.

**President Humphrys:** My concerns were, in conversations with Larry Kelley, not in the written documents, he had mentioned that they need to get enough people interested in this in order for it to fly. So, in other words, it's going to be put out there, but if there are not enough people who are interested in taking advantage of it to make this worth the university's while, it will be rescinded. One of my concerns was, I think people should know that going in. You wouldn't want to make June 30 your last day and then get a job that starts on July 1 and then find out that the program isn't going to happen. I had some other things that I wasn't aware of: one of the things is, in the document that you will be signing, I wasn't aware that you could basically sign away your ability to get unemployment [insurance] and apparently you can. My biggest concern was I think that it has to be made public that this needs a certain number of people to participate in order for it to go forward, and of course, they won't know what that number is without rolling this out. I just think that people should be aware of that just because you put the paperwork in, it doesn't mean that it's going to happen.

**Senator Edwards:** Was there any discussion of healthcare, that second piece is incomprehensible to me? Are you allowed to have coordination of benefits or is that something that you are signing your rights away too?

**President Humphrys:** I don't know.

**Past-President Keith:** Well, it is my understanding that a portion of your salary, 50%, can be put into a health reimbursement account.

**Senator Edwards:** What does that mean?

**Past-President Keith:** I don't know, but that is what they are trying to say. They are trying to say, if you make one hundred thousand dollars and you got fifty thousand dollars, a portion of it can be put into a health reimbursement account.

**Senator Edwards:** So you have no health insurance?

**Past-President Keith:** I think it just depends---

**Senator Edwards:** That's a sprained ankle.

**Past-President Keith:** What?

**Senator Edwards:** That's a sprained ankle, \$50,000.

**Senator Jorgensen:** It seems like this has been done before; it's a tax shelter account and you get it in there and you use it for your medical expenses, whether you pay for STRS retirement or you're paying for social security, but whatever it is, it will cover you until the money runs out. This has been done before actually and you have a certain amount of time to spend it, like a year or two or whatever it might be. So I think how long to spend it is a key feature and another one is, if somebody teaches this semester and ends this semester on May 12<sup>th</sup> then you will be eligible for this if you didn't do Summer school. If you do Summer school then you wouldn't be eligible, is that right?

**President Humphrys:** Well, I guess Summer I is over by June 30<sup>th</sup>, right?

**Group of Senators:** Right.

**President Humphrys:** So you probably can do Summer I.

**Assistant Dean Pollauf:** I heard about this verbally without documents. One of the other key things that doesn't seem to be in here is if you chose to do this, your position, that position you vacated will be eliminated forever. Is that still part of the plan?

**President Humphrys:** The "forever" part – I guess that is hard to say, but from my understanding, the plan isn't to keep the position and put somebody else in it- this is a money saving plan.

**Assistant Dean Pollauf:** So for a small department, say that you have four faculty and three chose to take advantage of this, so [then] you have a department of one, right?

**President Humphrys:** Well, that is one of the things that they will be very carefully vetting. I also heard President Gaber say that, they don't want any department to be decimated.

**Senator Kippenhan:** So will this be classified as a separation or a retirement as far as dependent tuition waivers are concerned?

**President Humphrys:** It's a separation. And also, I should mention that you are not required to retire, you just have to be eligible. So you can separate from the university and get this benefit and continue to work.

**Senator Kippenhan:** But the tuition waiver for the dependent will not continue then; only if you retire, right?

**President Humphrys:** Yes.

**Senator Jorgensen:** You will also have to presume that 50% does not go into your STRS...last year's, right?

**President Humphrys:** I don't think so. I think it's a one-time payment.

**Senator Jorgensen:** Because you can't make too much more than [your] average years anytime.

**President Humphrys:** Right.

**Senator Weck-Schwarz:** How do you define who is eligible for retirement?

**President Humphrys:** If you are in STRS, it's whatever STRS says, such as you have to be a certain age with a certain amount of service, etc.

**Senator Weck-Schwarz:** Is it full benefits?

**President Humphrys:** If you retire, yes. I mean, you'll get the full benefits from STRS.

**Senator Weck-Schwarz:** No, what I mean was, you can retire and retire with full benefits from STRS or you can retire prior to that with less than full benefits.

**Senator Edwards:** Technically, you can retire at any time, however most retirement plans have a big penalty if you retire before age 59.

**Senator Weck-Schwarz:** Right. I was just asking with respect to the eligibility portion of this, not with respect to the benefits received from STRS or whatever.

**Senator Jorgensen:** I happened to check this recently for a particular reason<laughter>, but nothing is in writing. Eligibility used to be a simple formula – your age, plus your number of years equals 80, but it is now a more complex formula, like when you were hired and all of that to see if you are eligible. Thirty years is nothing “magic” anymore, it is 2.2% for every year that you are here. The only slight difference with thirty years, the first thirty years you get a certain percentage off your STRS contribution of your health benefits which maxes out at thirty years, but it is not much difference – 29 it not much different than 30.

**Senator Weck-Schwarz:** Thanks.

**Senator Kippenhan:** If you are not in the retirement plan, and you’ve done a fine contribution and you have benefits from somebody else, you don’t have that time clock at all. The best thing is to call STRS or your agency and get an understanding.

**Dr. Regimbal:** Since the start date of the window has passed, do you think they might extend the end date?

**President Humphrys:** I don’t know the answer.

**Past-President Keith:** I’m taking notes and I’ll follow up on everything that you have asked.

**President Humphrys:** I don’t know the answer. Thank you. As I said, I just thought I would bring this up as a separate topic, but attached to the Executive Committee Report. Okay. Now, we will start with our first official report from Provost Hsu. While Provost Hsu is coming up, we need the approval of Minutes. The February 28, 2017 Minutes were distributed to you for review Friday. May I have a motion to approve those Minutes? Is there any discussion? All in favor, please say “aye.” Any opposed? Any abstentions? *Motion Passed.* Thank you. Also, we have the Minutes from March 13, 2017 meeting. They were sent to you for review too. Do I have a motion to approve those? Is there any discussion? All in favor, please say “aye.” Any opposed? Any abstentions? *Motion Passed.* Thank you. I apologize, Provost Hsu.

**Senator Edwards:** The email (retirement plan) just went out at 4:29 p.m.

**President Humphrys:** Oh, did it?

**Senator Edwards:** Yes.

**President Humphrys:** Thanks.

**Provost Hsu:** Let me add one note concerning the Voluntary Separation Incentive Plan (VSIP). I have spoken with Dr. Gaber and Larry Kelley and we all agree that the university’s teaching responsibility for our students is our highest priority. If the Voluntary Separation Incentive Plan is negatively impacting the ability to teach in any department, we will make sure that funds are available to meet the teaching needs of those students.

I would also like to report some good news to the Senate: On May 7<sup>th</sup> we are going to have our graduation ceremony. This year there will be a single ceremony at the Glass Bowl. All of the students, except graduates from the College of Law and the College of Medicine, will be included in this single ceremony. More than 2,000 candidates for doctoral, master's, bachelor's and associate's degrees will be graduating. We will also have a new technology this year that will be used for the ceremony, which includes the use of Twitter before the ceremony begins. Students will be able to leave messages to their loved ones on the screen and they will be able to send pictures via Twitter (they will be filtered) to the big screen. Also, in order to move the program along, we are going to have printed cards that will be read by a computer when the students are walking across the stage, so that when the video camera is on their face; their name, degree and honors will be printed on the screen right below their face. We will also have a computer to read out their names. We selected a very good voice from 10 different options and then we consulted with a voice specialist to make sure it was a good choice. This will take place very quickly, as we have approximately 3,000 students and it would take a long time for a person to read. The computer will narrate one student per second, as opposed to having someone stand on the stage and read. We are going to complete the entire ceremony in under three hours. I would encourage you to attend and participate in the ceremony and encourage your colleagues to attend as well.

**Dr. Regimbal:** Will doctoral students still be hooded?

**Provost Hsu:** They will still be hooded.

**Dr. Regimbal:** In one second?

**Provost Hsu:** We actually timed all of the hooding and we are going to have two hooding-stations like we had in the fall. We have taken that into consideration and that is included in the estimate of the time it will take for the entire ceremony, which is under the three hours. The first time of any new major event there are always some glitches, but we're hoping that we'll work through them and improve upon the ceremony in the long run.

**Dr. Regimbal:** Thank you.

**Provost Hsu:** One other piece of information that I want to bring before the Senate is that we have invited staff from the Ohio Department of Education to meet with us to discuss the Ohio Transfer Module (OTM) guidelines, as well as the Transfer Assurance Guides (TAGs). We invited representatives from the Department of Education to meet with us, as when speaking with the Faculty Senate Executive Committee, it appears that there are some inconsistencies in how the Office of the Provost is responding to these initiatives, as well as inconsistencies in how the faculty and Senate interpret the guidelines and how the state interprets them. Our goal is to meet with all three groups in the same room and we won't let people leave until we all agree (laughter). This meeting will be held on April 13<sup>th</sup> from 1:00 to 3:00 p.m. in room 2582 in the Student Union. I encourage you to attend and invite your faculty colleagues who are interested or involved in getting our courses through OTM. I have mentioned this before, that it is very important for our enrollment, especially for our transfer student population, to have OTM and TAGs identified and functioning well so that students are able to transfer to our campus and be successful at the University of Toledo.

I also want to announce that this semester we are going to have several guest speakers who will present workshops on diversity. On April 17<sup>th</sup> at 2:00 p.m., Dr. Marybeth Gasman will explore the topic of: *The Real Reasons Universities Don't Hire Faculty of Color*. I hope you will plan to attend.

This semester we will also hold our inaugural lecturer recognition week in order to recognize and honor our lecturers at the University of Toledo. For many years we have been relying heavily on lecturers to



teach our students, with a very large percentage of our freshmen courses taught by lecturers. Up until now, we have not had a mechanism in place to recognize the importance of lecturers on our campus. We have decided to hold, beginning this year, an annual Lecturer Recognition Week that will culminate with a celebration in Doermann Theatre with the announcement of awardees of the Distinguished University Lecturers. Each year we will announce three Distinguished University Lecturers, an award that includes a stipend for three years as well as a lifetime title while at the University of Toledo, similar to our Distinguished University Professors award. This is our inaugural year for recognizing our lecturers in this way and we hope that in future years we will continue to recognize their contributions to our students' success and the life of our university.

The last time we met I mentioned that we would be holding training workshops this semester for the Faculty 180 online promotion and tenure initiative. During the last few weeks of the semester, until May 4<sup>th</sup>, we are going to hold biweekly training sessions on Mondays, Wednesdays, and Thursdays. On Mondays and Thursdays they will be held from 12:30 p.m. - 1:30 p.m. and on Wednesdays they will be held from 3:30 p.m. – 4:30 p.m. They will all be held in the Carlson Library. Please let your faculty colleagues know about the training and if they are unable to attend on any of these days and times, please have them contact the Office of the Provost and we will make every effort to set up a special session for those who need to meet at a different time.

**Senator Relue:** Do you have an expectation for when all of the faculty will have their materials in Faculty 180?

**Provost Hsu:** We don't have a timeline right now, but our target is to have everyone who is going through promotion and tenure this current cycle to have their materials entered. In addition, our new faculty coming this fall will be asked to enter their materials into the system, starting their first semester. We are working college by college to have faculty members enter their materials, but we have very limited staff support to help with the process. We started with the College of Business and when Business is completed then we will move on to the next college. We would prefer that the colleges would volunteer like the College of Business did; so whoever volunteers first is next on the list to do the training. I didn't answer your question, but we hope to have a timeline in place by the fall semester. Once we complete our first college, we will have a better idea of the timeline.

**President-Elect A. Thompson:** What is your plan to handle the five-year annual reviews? Do people have to do that this Fall for tenure?

**Provost Hsu:** We are going to continue with the current process at this time.

**President-Elect A. Thompson:** Typically, for example, in our college, people just have their last five years in their CV, but I'm just wondering if you are thinking going mainstream that or continue the way we're doing it till maybe next year?

**Provost Hsu:** Our goal for this year is to focus on the approximately 35 faculty members going through promotion and tenure. We want to make sure they get first priority to enter their dossiers and have them reviewed. In addition, we have first-year faculty who are coming to these training sessions, and we want to get their materials in also. Anyone who participates in these training sessions, we will also help them to enter their materials; whether it is first year, second year, or third year. However, with limited support, we don't want to require fourth year or fifth year review to be entered at this time. So however you were handling it before, we'll simply follow that process and next year we will continue to build on the reviews that are added to the online process.

**Senator Emonds:** Will there be training sessions for the review committee like UCAP and CCAP and so forth?

**Provost Hsu:** Yes. Those trainings will happen in the Fall; so half of the faculty members who are putting their material in, the reviewers will be looking at that material.

The last piece of information that I want to bring before the Senate is that we have now completed the search process for the new Vice Provost for Academic Affairs. Several of you from this group participated over the last few months and served on the Search Committee. I want to thank you for your service on the Search Committee and for your recommendation. We also considered feedback from various groups on campus. The recommendations from the Search Committee and various groups that provided feedback were very consistent and we selected the candidate who received unanimous support from all groups. The new Vice Provost, Dr. Bill Ayres from Wright State University, will begin on May 1<sup>st</sup>.

**President Humphrys:** Are there any other questions for Provost Hsu? Thank you. I look forward to seeing the students' tweets upon the big screen <laughter>.

**Provost Hsu:** That is going to be filtered<laughter>.

**President Humphrys:** All right. The next speaker on our agenda is Senator Cappelletty, Chair of the Undergraduate Curriculum Committee.

**Senator Cappelletty:** All right, this should be the last report of this season for us, this academic year. My many thanks to everybody on the committee who did a great job of reviewing all the courses and getting their comments back in a timely manner. We only have course modifications today; there are no new course proposals. Most of them were either prerequisite changes or credit hour reductions. Often there's a reduction from four to three credit hours for the undergraduate courses, many to match undergrad courses at the credit hour that are being utilized at the graduate level. The first one is prerequisite changes which are an addition of two more math courses that will be taken. The second one is essentially prerequisite changes as well, and other programs and former courses were not only taken so the new course list will affect all the students and provide them adequate prep. This one was a prerequisite that was inadvertently removed during the amnesty process, we're putting it back in place. The next two courses are credit hour reductions in order to match at the graduate level course offerings. This one is a prerequisite change, removing PJS 1000 to allow more students to take the course, and I think it will come up again with core curriculum for discussion, but, from a course modification we had no problem getting the prerequisite change. Physics had a prerequisite change requiring a trigonometry or algebra course prior to taking physics. The math course was a change in the ACT score from 22 to 24. The final was moving a prerequisite over to a co-requisite due to reordering the program delivery. Are there any questions? All in favor of approving these course modifications say "aye." Any opposed? Any abstentions? ***Motion Passed.*** Thank you. [[View course modifications, new courses, and proposals](#)]

**President Humphrys:** Thank you so much, Senator Cappelletty; I really appreciate your hard work.

[Applause]

**President Humphrys:** I want to mention also, Senator Cappelletty and her group have done a wonderful job. They not only got us up-to-date, but kept us up-to-date with all of these new course modifications. Also, they achieved the completion of this amnesty program, which was a time-consuming undertaking.

**Senator Cappelletty:** Which I hope never occurs ever again <laughter>.

**President Humphrys:** Right. It was a major project and really, Senator Cappelletty got it going and got it completed, so thank you.

[Applause]

**President Humphrys:** Today, Senator Fred Williams, chair of the Academic Programs Committee, is out of town, so taking his place is Senator Donald White.

**Senator White:** We are going to go through them one by one [[View Program Modifications](#)]. Senator Williams provided some comments and I'm going to read those and if there are any questions, we can open the appropriate document. The first one is Early Childhood Education [[View Early Childhood Education](#)]: changes that provide a more general approach of eliminating specific classes in Music and Physical Education. I will point out that the general approach eliminates several options in different fields that we asked questions about. It seemed to be approved by all of the fields that might be... affected by that and it reduces credit hours as well. Are there any questions on that?

**Senator Rouillard:** How many credit hour reductions?

**Senator Edwards:** Which one is it?

**Senator White:** The Early Childhood Education. Hold on, Senator Rouillard, I do have it here. The total is---

**Assistant Dean Pollauf:** 129, it says it at the top.

**Senator White:** Thank you. Yes, it is 129; does that answer your question?

**Senator Rouillard:** Yes.

**Past-President Keith:** Are there accreditation reasons for needing credit hours above 126?

**President Humphrys:** That would be an exception to our policy. It says it should be between 120 and 126.

**Dr. Laurie Dinnebeil:** I believe the original program was 133 and we did reduce it to 129. Our college requires a minimum degree of 128 [credit hours] because of licensure requirements and other requirements that we have to abide by through the Ohio legislature and things like that.

**President Humphrys:** I remember last year when we were looking at the programs that had more than 126 credit hours and I contacted the interim dean and she sent me a copy of [I think it was] a copy of bylaws and information for your accrediting indicating the need for more than 126 credit hours. So yes, it seems like the College of Education has more or less a "blanketed" exception.

**Dr. Timothy Brakel:** I am opposed to this reduction and the reason for that is, the Early Childhood majors in the state of Ohio are certified to teach music, art and PE courses. I think with this particular proposal, these Early Childhood majors will not take any courses within the areas of music and PE, and thus, how can they be truly highly qualified? I, personally would like for all these classes to be taught by music specialists, but because of the state of Ohio certification, they are not receiving this particular instruction at all. We have found across the nation, for example – California has eliminated this ("5 of 8" <http://www.dispatch.com/content/stories/local/2014/11/10/school-board-mandatory-requirements.html> for explanation of the 5 of 8 rule] which Ohio has, which means that in certain disciplines such as distance schools, libraries, psychologists, counselors, and specialists in terms of music and PE, schools don't have to hire those positions. The College of Ed's position is that, if they surveyed the local schools, these courses are taught by the specialists in that discipline. But again, the requirements are highly qualified and these do not meet that, plus with school districts potentially getting into a financial bind, they could be forced to be taught by the Early Childhood specialist. I mentioned California, we have seen this happen in California very specifically where the Art programs have been cut at the lower elementary grade levels and they have been taught by classroom teachers, so I am opposed to this.

**Senator White:** Does anyone want to respond to that?

**Dr. Dinnebeil:** I really appreciate Dr. Brakel's comments about the concerns that he has for the Music Ed. Department or the music courses that our students would take. We are very supportive and recognize the importance of music education and early childhood in the young years and we did not take that consideration lightly. We talked with faculty in the Music Ed. Department as well as other departments. As Dr. Brakel said, we had [also] surveyed area superintendents. One of the things that this program does is also embeds an additional teaching credential into the program, which would enable our teachers to earn – there's an endorsement so that teachers can teach Grades 4 and 5 in addition to pre-K through Grade 3 and this is a very desirable endorsement. When we asked superintendents a question, if you had these students here and these students with a 4- and 5- year endorsement, which would be the most competitive? Hands down, they chose the one with the 4- and 5- year endorsement. As I've said, I regret having to do that- it's a condition of trying to increase enrollment and trying to maintain competitiveness. Our university down the road has a dual licensure program that is very popular with students. We don't believe from a conceptual standpoint that it's something that we could do as well, but we want to make our students as competitive as possible. Again, I appreciate Dr. Brakel's and other folks' concerns.

**Senator Rouillard:** How many credit hours are the embedded endorsements?

**Dr. Dinnebeil:** It is nine credit hours.

**Senator Rouillard:** So if we were able to graduate them faster by not having that endorsement embedded, but inviting them to come back after graduation, could we then keep the music PE component?

**Dr. Dinnebeil:** Well, that is what we do now. What we're doing is, we're actually reducing our program from 132 or 133 to 129 or 128 and we're adding this additional endorsement into the program. We're trying again, like I said, to make it a competitive program.

**Senator Rouillard:** Right, but if we graduate them faster, then they can have that certificate and can still come back and do that.

**Dr. Dinnebeil:** Well, we have a minimum requirement of 128 credit hours, so we couldn't offer below 128 credit hours.

**Dr. Brakel:** I'd like to point out, from a Music Ed. standpoint, what have been best practices- the Early Childhood majors take a Music Theory non-major course within the gen ed. core of the curriculum and then they take a two-hour credit course on basically music methods for that particular grade level. So, they are basically cutting out those two courses from the Music Ed.'s standpoint, but I don't know specifically about the PE stuff.

**Dr. Dinnebeil:** Well, we are also cutting out the Phys. Ed. Program. Again, our department is the department that used to house the Physical Ed. Program and again, we found it necessary. I know that early childhood teachers can be considered highly qualified, but in reality, early childhood teachers do not teach music, art or physical education; they have districts that have specialists in some smaller programs and in a few small programs they might, but it is certainly not the norm.

**President Humphrys:** First of all, let me say that we're fortunate to have people who can address both sides of the issue here today. So I guess my question is, does the Senate feel they have enough information to vote on this today?

**Group of Senators:** No.

**President Humphrys:** Okay. Well, what we can do is tell Senator Williams through Senator White that we need to have a little more discussion about this issue, just to make sure that it is resolved. Even though, we don't try to bring too much business to the final meeting, we can bring this back. Is that the general feeling, to have it discussed further?

**Dr. Dinnebeil:** President Humphrys, may I ask what sort of additional information you would like to have?

**President Humphrys:** Well, that's a good question; whatever information the College of Education can provide us with.

**Senator White:** We can do that here, but given the time, we can do that through our committee. I can inform the committee that we need to address this further and the committee can address that question, I think, reasonably well.

**President-Elect A. Thompson:** Can I just ask Dr. Dinnebeil a question? Just to get a sense of your faculty, and obviously, we have somebody that has concerns about it: is there a general consensus on it?

**Dr. Dinnebeil:** Yes, there is a unanimous consensus. We have six Early Childhood faculty and we worked together to develop this proposal. We also had unanimous support from the College of Education, all the way up.

**President-Elect A. Thompson:** I'm just asking for our benefit, you are already not addressing the PE because that's been phased out, right?

**Dr. Dinnebeil:** We no longer have a Phys. Ed. licensure program in our college, but we did have our students take a course, Physical Education for Early Childhood Education and that is a course that we also decided to try.

**President-Elect A. Thompson:** Thank you.

**Senator Jorgensen:** There are other Education faculty here who are senators; I would like to hear from them, their thoughts. I hope I'm not putting them on the "spot."

**Senator Edwards:** Well, there was some discussion at this college meeting. As I recall it at that time, Art Education was also concerned about not being involved in the initial discussions of this proposal as well as the Music person. Those two faculty members did speak at the college meeting about not being involved in the process, but I don't know what happened after that; I think there was some discussion, but I don't know.

**Dr. Dinnebeil:** Can I just comment on that, Senator Edwards?

**Senator Edwards:** Yes.

**Dr. Dinnebeil:** The person who spoke at our college meeting had indicated that they hadn't been consulted or they hadn't had a chance to discuss this matter. In September, our faculty members went to the chair of the Music Department and talked with that person about it and talked with each of the heads of the departments about that. I don't know whether that faculty member hadn't been privy to that or if the faculty member thought that there would be other discussion besides that.

**President Humphrys:** I think what Senator White described might be a good way to approach this; we will go ahead and have this committee reconvene to talk about this and then they will let you know if there are other issues. Does that sound like something that in general people are interested in doing?

**Group of Senators:** Yes.

**President Humphrys:** Okay, we are going to go with that.

**Senator White:** Okay. The question that was actually proposed that I brought along for the record was, many of the fields are affected and we accepted the clause that came back. Senator Williams accepted it, and given that it was brought up today, let's do that.

Moving on to the next program: BS in Recreation Therapy program- Kinesiology has been removed and filling it in with Health 2500. Are there any questions about that? Okay, if there are no questions about it then I will ask for approval of this modification. All in favor of this modification please say "aye." Any opposed? Any abstentions? *Motion Passed.*

Health Information and Administration- eliminating a proposed baccalaureate certificate program; they were a 2+2 BS in Health Information and Administration. Those classes are being dropped and there are more general courses that will help them in that field. Do you have any questions about it?

**Senator Rouillard:** Is this program housed in Health and Human Services?

**Senator White:** Oh, I'm sorry, this is one that Senator Monsos informed me that is missing a science class.

**Senator Monsos:** It is missing a second core in Natural Science.

**Senator White:** Right. Unless someone from that college can address this issue, this might be one that we need to table as well.

**Senator Rouillard:** Senator White, is this in Health and Human Services or is this in Business?

**President-Elect A. Thompson:** HHS.

**Senator Rouillard:** Okay.

**Senator White:** So, is there anybody here who can address the issue of the missing core science class? This was pointed out to me at the beginning of the meeting. All right, well, we will set that aside for a moment. We don't need to vote on it, we're sitting that aside, right?

**President Humphrys:** Yes.

**Senator White cont'd:** Okay. 4. Changes in the BSDS Bachelor/Doctoral of Pharmacy programs- a massive change to keep up with accreditation standards- elimination of 10 credits from degree completion, now 129. Also, courses are now arranged and co-taught among three disciplines in Pharmacy. The "disease state" model uses modules around all the appropriate disease states and the drugs used to manage them. Like I said, I've included the president's proposed list in the Excel files and the details of the new class, prerequisite and co-requisite. I think it is possible to access this here on the spot and hopefully, if anybody had any questions, they had a chance to investigate this before. Does anyone have any questions here? Are there any concerns about this?

**President Humphrys:** This was something that was really looked at pretty closely by a group of representatives from Faculty Senate and Graduate Council (I was there) and it's been very well vetted.

**Senator White:** Hearing no questions? All those who approve this modification say "aye." Any opposed? Any abstentions? *Motion Passed.* Thank you.

Okay, we don't have the file available so we need to get into the course modification system for these last two. The first is a BA in Biochemistry- it used to be a BA in Chemistry, but we're no longer offering two of the courses and we're linking them with other courses; they are all internal in Chemistry. Are there any questions about it? All in favor please say "aye." Any opposed? Any abstentions? **Motion Passed.** Thank you.

The last one is a BS in Biochemistry- once again, changes within the chemistry course, a laboratory course change. Are there any questions or concerns? All in favor, say "aye." Any opposed? Any abstentions? **Motion Passed.** Thank you.

**Senator Edwards:** Can I make a comment here?

**President Humphrys:** Sure.

**Senator Edwards:** One of the issues that came up and has come up in our college and this example from Early Childhood is a good example. Much of the curriculum voting that takes place at the earlier levels, at the program level, at the department level, and at the college level is all done electronically, so there's never any opportunity to discuss the issues that should have been addressed at the program level, not on the floor of the Faculty Senate. I would urge the Faculty Senate to ask people involved in the curriculum processes to hold face-to-face meetings so discussions can occur, rather than to have electronic voting where there is no opportunity for discussion.

**President Humphrys:** Thank you.

**Senator Krantz:** This is a question for Senator White who has engaged us in a conversation <laughter>.

**Senator White:** Yes.

**Senator Krantz:** Senator Williams contacted a representative from our department, Environmental Sciences, about a proposal for the Bachelor of Arts in Environmental Studies, did that make it up through the committee?

**Senator White:** Apparently not, because I don't recall seeing it. Who else is from the committee here?

**Senator Krantz:** We're hoping to get that through.

**Senator White:** Right, that was the other conversation. Hopefully Senator Williams will be back soon.

**Senator Krantz:** Right. The question he proposed did not get a reply; I have an answer, but it has to go back to the committee.

**Senator White:** Right, it has to go back to the committee.

**President Humphrys:** Okay, next on our agenda is the Chair of the Core Curriculum Committee, Senator Holly Monsos.

**Senator Monsos:** We have one item. Last year you approved PJS 1000 as a social science. We originally brought it forward as a HUM because it currently has elements of both. Faculty Senate questioned that and we took it back to the program and they said, "you know, actually you're right, it is more of a social science" and so that was approved as a SOC. This is not the same class, although I did confuse some of our committee members for a minute. This is a different course, PJS 2000, and this one also combines elements of both HUM and SOC., but the primary focus of it is on Philosophy and Ethics and they're proposing it as a HUM rather than a SOC. So, 1000 will remain a SOC and 2000 will be HUM. This was

approved by the committee. Are there any questions? Hearing none. Are you ready to vote? All those in favor, signify by saying “aye.” Any opposed? Any abstentions? **Motion Passed.** Thank you.

Now, the longer one. All right, I hope that you all had a chance to look at this one, although you’ve seen it before. We talked about it last Spring and we talked about it again in the Fall and there’s been additional modification to try to make it a little more colorful. Our current core is on the left and the State of Ohio’s requirements are on the right. Since the last time I’ve talked about this, President Humphrys has found in the Faculty Senate Minutes the motion where Faculty Senate approved the gen ed. to be 36 hours- it was approved, but it was never really operationalized. All the information that we have still aligns, and all the information in our degree audits in Banner are what we have had in the past which is 30-33 hours depending on whether students have double-dipped or not. The other thing that I want to talk about from this slide is the first five bullets there on the state of Ohio -they can be thought of as the distributed requirement. The last bullet, “any category above 12” can be thought of as the elective part. In consultation with Faculty Senate Exec, they have encouraged us to change our proposal from allowing one double-dip to allowing two. But, one of the double-dips could fit in either HUM or SOC in that first distributive category and the second will have to come from the elective. This mostly affects, as Dr. Scott Molitor pointed out, the professional programs in the sciences because there aren’t currently any double-dips in any area, except HUM and SOC, there are not any in the natural sciences. So a lot of the programs that fill out their gen ed. with natural science will still need one more multicultural above and beyond that. Actually, if you look at the Pharmacy program that you’ve just approved, that will fill everything just fine- it has 37 gen ed. credits, plus two multicultural, and that is typical for a lot of professional programs in the sciences. So what questions do you have for me and what would you rather look at? Any questions? So, it would be possible if you double-dip both courses, one in the distributive and one in the elective, to meet the core requirement in 36 hours. If one course is double-dipped it will be more credits than that and you’ll probably only need two more credits because you’re not counting a lab in here, and in a lot of programs the lab is one more credit. In some programs that is wrapped into another course, but in some programs, that’s standalone. Again, as we looked at programs across the university, all of them already meet these hours. Where we sometimes run into problems are like when we ran into the program earlier today where they don’t meet those distributive requirements from the state, and it’s most frequently in the sciences or in the lab where we run into that problem.

**Senator Jorgensen:** I understand what you’re saying, I believe this. So are you asking us to approve a change in our core curriculum?

**Senator Monsos:** Yes.

**Senator Jorgensen:** To meet 36 hours?

**Senator Monsos:** To meet 36 to 42 hours.

**Senator Cappelletty:** With the second double-dip?

**Senator Monsos:** Yes, it will be possible, for example in the Education proposal – that would be met by allowing both multiculturals to double-dip- it will give that one 36 hours, I think 37.

**Senator McLoughlin:** Thank you for the hard work on this. I’m an “idiot” when it comes to this stuff, so I apologize; I’m learning what core curriculum is<laughter>. We talked earlier about how short-staffed we are, so do you foresee any negative impact? Our academic advisor advises 500 undergraduate students and trying to manage, could this have a negative impact on the short staff that we have in terms of---?

**Senator Monsos:** Two years ago we did run this through and all the advisors looked at it and provided feedback. Since then, we’ve eased that up by adding the second double-dip, but except for adding that second double dip, it is the same proposal.



**Senator McLoughlin:** Okay. Thank you.

**Dr. Scott Molitor:** If I could add to Dr. McLoughlin's question?

**Senator Monsos:** Yes.

**Dr. Molitor:** This is going to make life easier for advisors because we think our core curriculum will be finally encoded in the system. If we approve this, then when students go to register for class, the online registration system will identify multicultural, humanities, and social sciences exactly as we would like it to be.

**Senator Monsos:** I do have a list that I would like to bring next time. I will send it to President Humphrys first; I'm still vetting it with the chairs. I sent out the list of gen ed. courses with the things that shouldn't be on there, there are so many things <laughter>. Dr. Molitor found yet another way to run a query in Banner that allowed me to crosscheck better. I heard back from about 10 chairs and I have several more to go, I think I asked them to respond to me by Friday. Once they are all happy with that list, then I can bring that list and say, this is the list of gen ed. and Faculty Senate can say "whatever" and it can be in the Minutes and it could be coded.

**Dr. Molitor:** I just want to say one comment since the provost is here. We talked about as a committee to have a website, [www.utoledo.edu/core](http://www.utoledo.edu/core), that will be the single repository with all information regarding core curriculum, so everybody knows where to look for this information.

**Past-President Keith:** I just want to say if this proposal says what the Executive Committee thinks it says regarding the change of hours from 36 to 42, then nothing should happen in terms of the requirements for the programs, because we think students are already doing everything that is in this proposal, it's just---

**Senator Monsos:** However---

**Past-President Keith:** They're not?

**Senator Monsos:** Well, I would suggest, it would behoove every program to look and see if they want to specify any multicultural courses as double-dipping, just say that they "should be" or "must be" and see if that affects your program in any way. Right now they are often listed with no indication of double-dip, but they are counted if they do double-dip.

**Senator Relue:** So, for students who are already here in the programs---

**Senator Monsos:** It won't affect them at all, only students starting in the Fall, unless, they want to opt into it, but then they would have to change everything about their---

**Past-President Keith:** But in theory, it shouldn't be anything different until you opt in vs. the students who are currently here. In theory, nothing should change, except on the degree audit to make it clearer that they are grabbing the right courses to be put in the slots.

**Dr. Molitor:** The only potential adverse consequence will be a student who was here and already took a course that was in our old HUM and SOC lists, but is no longer on the new list. It should not be an issue the way the Registrar codes degree audits. This system works by catalog year, so the registrar can keep a record of both versions and degree audits can work from the old core list vs. the new core list as appropriate.

**Senator Monsos:** The only thing that is coming off the core are things that haven't been taught in a long time and the departments have said they are not planning to, except for a couple of 3000 levels.

**President Humphrys:** Well, this is a historic moment <laughter>.

**Senator Monsos:** All those in favor of approving this, signify by saying “aye.” Any opposed? Any abstentions? *Motion Passed.*

[Applause]

**President Humphrys:** Thank you, Senator Monsos and the members of the Core Curriculum Committee. This is a monumental accomplishment to get this all done. Senator Monsos has just done a wonderful job and I know she had help from the members of the committee and we really appreciate it. It is really a historic moment because she’s been working on this for quite some time.

Next, I think we will move to the Disability Studies Program situation because I know that it is a matter of basically looking at something that maybe won’t be quite as in-depth as some of the others. Disability Studies is currently a program and the Faculty Senate Executive Committee met with the Director Jim Ferris who is here with us today. What they are looking for is to move from being a program to a department. This Disability Studies Program does have a degree and it is a degree that is the first of its kind in the nation. The resolution talks about it, it is on the cutting edge of baccalaureate degrees in that area. There are benefits to having this become a department as opposed to just a program. One of which is it does acknowledge the fact that they do offer/oversee a degree program which is pretty much a characteristic of a department. So, the Faculty Senate Executive Committee met with Dr. Ferris and we had thought that his recommendation of becoming a department would be something that we could support. And as you know, in the Collective Bargaining Agreement, it states that Faculty Senate has the ability to comment on such proposed changes- it is pretty generic as to what form that takes. So, as you read through this resolution [[View Disability Studies Resolution](#)], you will see that the form we thought that would be appropriate for us to say is that Faculty Senate would endorse the process that was used to facilitate the change and supports the decision of making a change from a program to a department. So this is a resolution that we are bringing forward from the Executive Committee. Are there questions or comments on this?

**Dr. Donald Wedding:** Are we endorsing the process or are we endorsing the conversion of this to a department?

**President Humphrys:** Well, that’s a good question; we’re saying that the process was appropriate for the final outcome to become a department.

**Senator Dowd:** The process Disability Studies followed to move from program to department status is consistent with the half dozen or so reorganization resolutions considered and endorsed by the Faculty Senate over the past few years. Dr. Ferris, I do not want to “put words in your mouth,” but the change in status is a reorganization within your college – correct?

**Past-President Keith:** My only question, Dr. Ferris, is, how far along in the process are you in converting the program to a department?

**Dr. Ferris:** There is not a real “perfect” answer. Given that I had not found a clearly articulated process to change a program into a department status and so we’re kind of flying by the seat of our pants here. This change was endorsed by the College of Arts and Letters Council unanimously. We determined that seeking the support in concurrence with the Faculty Senate would be appropriate as we then petition the Provost Office, so that would be the next step, as I understand at least.

**President-Elect A. Thompson:** I have two questions actually. Is it common for there to be a department that only offers one degree? And as a follow-up, what would be the inherent benefits of extending this to a department status?

**Dr. Ferris:** The first question I understand, but I haven't done a comprehensive search. I think there are a number of departments that offer a degree.

**Senator Rouillard:** You also have a minor, right?

**Dr. Ferris:** Yes, that has been in place [since] a decade ago. Benefits, the first one is this will certainly help the university's strategic ...institution....This demonstrates...a commitment to a groundbreaking curriculum to a...program. *[Indecipherable]*...I think in order to move to department status, it suggests a level of long-term commitment... .. be in more compliance with the Collective Bargaining Agreement...*[Indecipherable]* for a department personnel committee to review, even though we're not a department ...[we're more of a quasi-department]... It might have been when...the department chair, but I am not a department chair...One of the compelling [reasons] for making this change is, right now we have faculty of four which are two professors and two assistant professors who are going through [the tenure and promotion] review process and there is only a clear path for them to do that...as a department in the process...program. Part of making this change and makes it pretty clear that...from an academic...which is a tenure home to faculty members who are eligible to appropriately move through that process. So that seems to be a real crucial reason for doing this and in my mind, the most important part. It also continues to strengthen our relationship with the...partner Learning Center who got this program started many years ago by making a donation to the university to support it. The Ability Center in the past...was not sufficiently supported...program and probably the [gift] agreements that were *[Indecipherable]*...I don't think *[Indecipherable]*... I think it really solidifies that commitment ... in the country and perhaps in the world. The field of Disability Studies has been around for 25 years...marks the starting point of...the field has grown significantly in time, but what we have at The University of Toledo is still...elsewhere and having a department status I think just solidifies that...public announcement there which I like...and I think this is a way for us to continue to showcase that...office. Does that answer?

**President-Elect A. Thompson:** Absolutely. Thank you very much.

**Past-President Keith:** I support the decision, moving Disabilities Studies from a program to a department. But I don't think this resolution says what we want it to say because I don't know if we can support a process if we are in the middle of the process. So I would recommend that we would simply endorse the change of status from a program to a department.

**President Humphrys:** Okay, we will get rid of that. How does this work?

**Senator Kippenhan:** If I understand correctly, faculty resources, everything is all there and in use and has been for a long time, so budgetary-wise, nothing is going to change, correct?

**President Humphrys:** That is correct.

**Dr. Wedding:** You are going to have a new chair to get a \$10,000 stipend, so there will be that.

**Unknown Speaker:** Do you already get a stipend, Dr. Ferris?

**Dr. Ferris:** No.

**President Humphrys:** Because you are an endowed chair, is that correct?

**Dr. Ferris:** Yes.

**Unknown Speaker:** But I meant as director.

**Dr. Ferris:** Yes, there is a stipend for the program.

**President Humphrys:** Okay.

**Unknown Senator:** I move that we accept the resolution.

**Senator Dowd:** Second.

**President Humphrys:** All in favor say “aye.” Any opposed?

**Senator Wedding:** “Nay”

**President Humphrys:** Any abstentions? *Resolution Passed.* Thank you.

[Insert Final Resolution]

**President Humphrys:** I think most of the people are here for the TOEFL discussion, so I think that needs to be our next presentation. I apologize because I know that it was an ambitious schedule. The TOEFL situation is this [[View TOEFL Motion](#)]: If you recall, we had previously talked about the TOEFL and looking at the possibility of increasing the requirements for TOEFL. A lot of work has been done in the meantime and a lot of statistics have been brought into existence. I would have to say significant discussion has been had about this TOEFL score and those discussions have included many of the people who were up here before: Senator Sara Lundquist, Professor Melinda Reichelt, and also Vice President of Enrollment Services Stephanie Sanders and Assistant Provost Sammy Spann with whom the Faculty Senate Executive Committee have had discussions about TOEFL. So a lot of things have been looked at and there is a proposal that will be coming forward from the Executive Committee. Here’s the overview: currently, the minimum TOEFL score for undergrad students from each Ohio public university, you can see where UT falls in comparison with some of the other colleges. There’s been a lot of data and I just pulled some of the things that might be the most interesting- these are incoming international students by college and their TOEFL scores. As you can see, the College of Business and the College of Engineering are the two primary places that have significantly higher than most colleges’ international student population. Again, some of this is pieces of information that we have already looked at and considered. This talks about international students and how they do on some of the English Comp. courses. Melinda, Senator Lundquist and Dr. Spann, does every international student have to take English 1020?

**Professor Melinda Reichelt:** No, every international student has to take English 1110. But if they are not ready, based on an essay placement test for English 1110, they are not ready to succeed, and then they have to take English 1020.

**President Humphrys:** Thank you. So you can see, depending on the situation, there are differences in terms of how well they do, although, you can also see some of the information such as the 6-year graduation rates. This is kind of an interesting statistic considering what the TOEFL scores are and how they do according to how they scored. So we looked at a lot of information and we had a lot of discussion. With a wide range of people, we talked about the impact on enrollment and Stephanie talked with various other constituents to receive their input. This is the country of origin, and so you can see that Engineering has a large population of students from Saudi Arabia, which of course, may be changing from the Saudi’s standpoint. So, all of this we took into consideration and if you remember, we talked before about the possibility of increasing our TOEFL score from 61 to 79, but after a lot of discussion, we have decided that it might be beneficial to recommend that we increase the requirement to a 71 TOEFL score beginning in the Summer of 2018. So, you may have questions.

**Senator Gilchrist:** Can you go back to the slide where the other institutions are, so we can see their TOEFL scores?

**President Humphrys:** Sure. Here we are, we are definitely amongst the lowest --BG, Akron, OU and Kent are 71 or better.

**Professor Melinda Reichelt:** Can I just point out [too] that the scale is 0 to 120, it's not a 100-point scale; it's divided into reading, writing, listening and speaking. In those four areas there are bands and if students score at the low end of "advanced" (if that makes sense), their score will be 94. So, a 71 is still quite low, but it is a good step forward for now.

**Senator Jorgensen:** Looking at the data before, this is the first time we've actually seen it- it didn't seem like a strong correlation with the TOEFL score, with GPA and other things; in fact, it was reversed for some of the things like 6-year graduation rate, wasn't it?

**Professor Melinda Reichelt:** I think one thing that might account for that is students with relatively very high TOEFL scores may move on to different schools, it's a possibility because they have a higher TOEFL score to go elsewhere.

**Senator Jorgensen:** But what I'm saying, the data doesn't justify your proposal.

**Senator Dowd:** I would like to follow up on that point. We are considering movements of rather small numbers in level data. Yet you are describing changes in data in percentage terms and the movements are actually "backwards bending."

**Senator Jorgensen:** Looking at your fourth year GPA, those below 60 are a 2.5 and those with 60 went to 70, it's 2.21, at a reversed rate.

**Senator Hall:** That is still statistically a small number. One thing on that is, the relationship with our college, in Pharmacy, when we were considering this is not linear, so the basic problem was, there seems to be a threshold below which they started to have lots of problems in school, so that is really what this is trying to impress. I think it is about the same numbers that we decided on in Pharmacy as well.

**Senator Krantz:** Can we go back to the scores with the other institutions?

**President Humphrys:** Sure.

**Senator Krantz:** The basic information that we really need in here, rather than all the scores is, what are the percentiles on a national or a population basis? Do you have any idea?

**President Humphrys:** I don't.

**Professor Melinda Reichelt:** Well, I can tell you that TOEFL is quite well-researched.

**Senator Krantz:** Do they have qualitative categories, because you just alluded to, hyper efficient or some such?

**Professor Melinda Reichelt:** They don't have like a percentile such as "so many people get this percentile" like they would for a standardized test for SAT, but I will show you what they do have.

**President Humphrys:** The question that you're asking, Senator Krantz, what are the national averages, is that what you're saying or no?

**Senator Krantz:** Yes, that is right.

**Professor Melinda Reichelt:** We will Google TOEFL scores.

**President Humphrys:** While we're doing that, are there other questions?

**Dr. Molitor:** I'm kind of in an agreement with Senator Jorgensen here, these numbers are really low. The College of Engineering right now has over 500 undergraduates who are international, and so that Fall 2016 cohort did not include a bunch of Engineering students. Do a majority of our students take the paper test still, is that correct?

**Stephanie Sanders:** No. Well, we have a lot of transfer students and students who are entering the university with credit for Comp. are not subject to.

**Dr. Molitor:** Got it, so if they come from another domestic institution then they do not have to take this test. What is the distribution of students who come here straight from international institutions?

**Stephanie Sanders:** What is the distribution?

**Dr. Molitor:** What percentage of our international students come here straight from an international location that don't come from a domestic institution?

**Stephanie Sanders:** A small percentage.

**Dr. Molitor:** Okay. And a majority of those students are taking the internet-based test, not the paper test, correct?

**Stephanie Sanders:** Yes. So if they are not taking the paper test here as ALI, the only other students who will be taking the paper-based test are students who come from countries where the internet-based test is not available.

**Dr. Molitor:** Okay. So we're not talking about any changes in paper-based test, it's just the internet-based test?

**Stephanie Sanders:** No, I think if we make the changes to the internet-based test then we will make comfortable adjustments to the paper-based test.

**Professor Melinda Reichelt:** Yes, and I'm hoping that we only accept the internet-based test because as I mentioned last time I was here, it measures writing and speaking skills and the paper-based test does not, and those are very crucial skills for all students. So I would hope that we would move to only IBT.

**Stephanie Sanders:** I will share that all those other institutions that were listed still take paper-based tests. There are some places in the world where the internet is not available and so we will ask Dr. Spann to speak about what test he administers from ALI. Dr. Spann, do you administer the internet-based test?

**Dr. Sammy Spann:** For?

**Stephanie Sanders:** Students coming out of ALI?

**Dr. Spann:** Yes, they will be taking the IBT and they will no longer be taking---

**Professor Melinda Reichelt:** So they will be taking the IBT.

**Stephanie Sanders:** Our paper-based test currently comes from ALI and if you switch them to an internet-based test then that would be 71. But I do think that we should allow for those students who are coming from countries where internet is not available.

**Senator White:** I need my memory refreshed; we're talking about undergraduate students or all students?

**President Humphrys:** Undergraduate students.

**Senator White:** And you were talking---

**Dr. Molitor:** Oh, I was just talking about engineering undergraduates.

**Professor Melinda Reichelt:** Dr. Molitor, I wonder if we need to look at how we admitted these transfer students and if they were meeting certain TOEFL score requirements or not. Maybe the bulk of your students are transfer students that are not even taking the TOEFL, I don't know, do you know?

**Dr. Molitor:** When the scores transfer, do the scores also appear on their records? I have a lot of students who had scores for either the IBT or the paper test, so it was a lot more than what was showing on there.

**Stephanie Sanders:** Well, that was just one year.

**Dr. Molitor:** I know that was the Fall 2016 cohort.

**Professor Melinda Reichelt:** So you're not sure that all of the students who are---

**Dr. Molitor:** That is exactly what I'm thinking.

**Professor Melinda Reichelt:** You're thinking that they were not included in the data that we just got?

**Stephanie Sanders:** Well, transfer students are not included in that data.

**President Humphrys:** So up here we have the TOEFL scales so maybe it is an answer to your question or maybe not.

**Professor Melinda Reichelt:** If we were to add up, say, 22 which is the lowest high, plus 22 (again) the lowest high and that's 44, plus 26 so that's 70 and 24 which equals 94. So the low end of good is 94 and we're talking about a switch to 71.

**Dr. Iman Mohamed:** Why are you just looking at high, why not medium, for example?

**Professor Melinda Reichelt:** Because I think all university students should be at a high level to succeed.

**Dr. Iman Mohamed:** [*Indecipherable*] ...the graduation rates and the retention rates.

**Professor Melinda Reichelt:** Well, I think there's something hidden that a lot doesn't see which is the "blood, sweat and tears" that many faculty members pour into international students. Honestly, frankly, I think there is sometimes a hidden sympathy, maybe misguided sympathy for international students because we can all imagine ourselves trying to gain a degree in another language. I know that I am very frequently approached by international students who ask me to increase their score of a recent grade, give extra time that I'm not giving others because of scholarship problems, or because they have a limited time to finish their degree, or, because of visa issues. I talk to people around campus and I think a lot of us are pouring a lot of time into students' success, which is good, but sometimes I think it may go a little bit too far. I say that as someone who has been in the ESL profession for 25 years, teaching ESL students for 25 years. My area of expertise is second language writing. I did my dissertation and all my publications in that field. I love working with international students, but I think there's something a little dysfunctional going on with students coming in with really low TOEFL scores. I would really like to see the data for transfer students as well because I think that's obviously a really big part of our student body.

**President Humphrys:** I know that we're running out of time, so one last question or comment.

**Senator Devabhaktuni:** I would like to make a comment about...from the TOEFL perspective because lots of universities...including The University of Toledo...here are always on the brink of a budget deficit. For instance, one of the universities in Ohio since we are talking about universities, Wright State University proceeds to do very well in terms of...and for some reason which is not in the hands of the leadership of the university, the...is one year...and then they are in \$35M to \$65M deficit. So this story is similar...universities of our... Every year in August...budget...just ...and enrollment is the real critical piece here and we're talking about raising the "bar" here. I really support this provided I've been articulating... the university for several months now, but it has to be some...system that is set up that helps and leads the international component of the enrollment. Now, if that is done correctly, then we can make this type of... will still be a plus because...international enrollment and we are growing, therefore...higher and our quantity has enhanced--

**Professor Melinda Reichelt:** Let me address your issue.

**Senator Devabhaktuni:** Let me finish in five seconds.

**Professor Melinda Reichelt:** Okay.

**Senator Devabhaktuni:** I'm opposed to this by the lack of such a...in the absence of larger...

**Senator from the College of Medicine:** Can we *table* this until next semester so we can get more data?

**Dr. Wedding:** No.

**Senator Dowd:** *Call the Question.*

**President Humphrys:** Okay. The Question has been called. I think we need a *second*.

**Senator Jorgensen:** You need to vote on whether to *Call the Question* or not, you need 2/3rds.

**President Humphrys:** All in favor of *Calling the Question*, raise your hand please. Okay, I will say that the *Question Called*.

So, the motion is there are higher TOEFL scores seeking admission at The University of Toledo at the minimum of 71. This minimum also applies for students coming from the American Language Institute and this is effective for admissions to the Summer of 2018 semester. This is a motion coming from the Faculty Senate Executive Committee, so it does not need a *second*. All in favor of this motion, please say "aye." Any opposed? ((2 senators)) "Aye" Any abstentions? ((1 abstention.)) ***Motion Passed.*** Thank you very much for everybody who was involved in this.

One last thing though, I am going to send you the International Travel Policy that is listed as our last bullet item and we need to get some faculty feedback. May I have motion to adjourn? Meeting adjourned at 6:04 p.m.

**IV.** Meeting adjourned at 6:04 p.m.



Respectfully submitted,  
Lucy Duhon  
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard  
Faculty Senate Administrative Secretary