

THE UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of October 24, 2017
FACULTY SENATE

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

Approved @ FS on 11/21/2017

Summary of Discussion

Chris Cooper, Dean of Medicine and Life Sciences: Physician Assistant Program Accreditation
Flapp Cockrell, Interim Vice President for Student Affairs: UT Behavioral Response Guide
Diane Miller, Associate Vice President for Government Relations: Gov't Relations Update
Dr. Wayne Hoss, Research Integrity Officer: Research Integrity Position
Linda Rouillard, President-Elect: Department Name Change

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: Amy Thompson called the meeting to order; Executive Secretary, Fred Williams called the roll.

I. Roll Call: 2017-2018 Senators:

Present: Atwood, Barnes, Bjorkman, Bouillon, Chattopadhyay, Compura, Dinnebeil, Duggan, Edgington, Emonds, Ferris, Frank, Giovannucci, Gray, Gruden, Hall, Hammersley, Hefzy, Humphrys, Jaume, Keith, Kennedy (substitute for G. Gilchrist), Kippenhan, Kistner, Kovach, Krantz, Lecka-Czernik, Lee, Lundquist, Maloney, McLoughlin, Menezes, Modyanov, Monsos, Niamat, Oberlander, Ohlinger, Ortiz, Rouillard, Said, Schneider, Schroder, Steven, A. Thompson, Tucker (substitute for T. Brakel), Tucker-Gail (substitute for J. Hoy), Van Hoy, Weck-Schwarz, Weldy, Williams, Wittmer, Woolford, Xie

Excused absences: Ariss, Bonnell, Haughton, Nigem, Randolph, Sheldon

Unexcused absences: Bruce, Crist, Relue, G. Thompson, Schlageter, Willey

II. Approval of Minutes: Minutes of the October 10, 2017 Faculty Senate meeting are ready for approval.

President Thompson: You should've received the October 10th Minutes via email. Do we have a motion to approve the Minutes? Do we have a second? Are there any discussions or additions in regard to the Minutes? Having none. All those in favor of the approval of the Minutes of October 10th, please say, "aye." Any opposed? Any abstentions? ***Motion Passed.*** Thank you.

Welcome to Faculty Senate on this Fall day. I'm glad you all made it. This is our fifth meeting of the 2017-18 academic year. Executive Committee Report: Since our last meeting, the Faculty Senate Executive Committee met and reviewed the revised University Tenure and Promotion Guidelines provided to them by the Provost's Office. Presidential Fellow-Dr. Melissa Gregory

will be at the November 7th Faculty Senate meeting to present these new guidelines. We look forward to your input on this document and will be discussing if Faculty Senate would like to endorse these guidelines.

Another item we discussed at our Faculty Senate Executive Committee is the possibility of creating non-mandatory crisis management training for faculty and graduate teaching assistants. This is a particularly important issue given that many faculty may have not been trained in how to assist students when they are having personal or behavioral issues which may include substance abuse and mental health problems. As a first step in addressing this issue, the Faculty Senate in collaboration with the Division of Student Affairs, assisted with the creation of the Rocket Care Portal. The Rocket Care Portal is now available as a reporting resources for student behavior or conduct through the UT portal. Today, we have asked Dr. Flapp Cockrell to discuss another resource, a new Behavioral Response Guide that will be distributed to you. Several members of our Faculty Senate Executive Committee will be attending a meeting in early November with the UT Counseling Center and the Division of Student Affairs to discuss the possible creation of workshops and modules that can assist faculty and graduate teaching assistants with the management and referral of students in crisis. By helping our students navigate personal challenges, it may help improve their personal wellness and academic success at UT.

In terms of our regular policy updates, President Thompson and President-Elect Rouillard traveled to Columbus last week to testify in opposition to HB 66, a bill designed to establish a review committee to assess our undergraduate education process which would evaluate the need for faculty tenure. There will be additional opportunities to testify on this bill, if you are interested. Diane Miller, Associate Vice President for UT Government Relations Office, will be joining us today to provide a policy update and information on some of the ongoing initiatives. If you would like to receive a copy of the testimony delivered by President Thompson or President-Elect, please contact Quinetta Hubbard, the Faculty Senate Secretary.

Recently, several members of the Faculty Senate Executive Committee met with Bonnie Murphy, Associate Vice President of the Auxiliary Administration. In that meeting, it was requested that we appoint two faculty members each for three committees: parking, campus dining, and the bookstore. We need a total of six volunteers, so please contact President Thompson if you are willing to serve or have recommendations of other faculty members.

Several weeks ago, it was suggested at a Faculty Senate meeting that there should be faculty representation on the University IT Committee. Vice President and Chief Technology Officer Bill McCreary were contacted and Senators Kasey Tucker Gail and Jenell Wittmer have agreed to serve in this role.

On the topic of technology, yesterday during a dean's meeting, it was announced that all faculty will be migrating to a new email system called "Office 365." This will be an incremental change

that will be implemented during the current academic year with a goal of full implementation by next summer. It was announced that this new software would increase mailbox and personal storage significantly and switch us to a cloud based system. Emails will be sent to all faculty regarding these forthcoming changes.

As discussed at our last Faculty Senate meeting, there has been a significant increase in the number of research misconduct allegations made and investigated. To help address issues of research misconduct, a new Research Integrity Officer (RIO) - Dr. Wayne Hoss a retired faculty member from Pharmacy, has been hired on a part-time (temporary) basis. Dr. Hoss will be joining us today to discuss this new position and his plans for helping to prevent and reduce the number of cases of research misconduct.

You may have recently heard that the University of Toledo PA program has had some issues with accreditation. Members of the Faculty Senate Executive Committee just learned about this and have asked Dr. Chis Cooper, Dean of the College of Medicine and Life Sciences to update Faculty Senate on this important issue.

Finally, as a reminder, next week Thursday October 26th, from 2:00-4:00 p.m., in the Student Union Room 3018, Representative Dan Ramos (56th district) will be speaking on “Current Issues in Higher Education.” Please plan on attending this event and help us publicize this great program. We hope to see you there!

Moving forward with the agenda, I will like to call Dr. Andrew Hsu for the Provost update.

Provost Hsu: Thank you, Dr. Thompson. Good afternoon. It is good to be back on campus. I just spent a few days in California, attending the annual meeting of The American Association of State Colleges and Universities (AASCU). While attending the AASCU meeting, I had the honor of receiving an award on behalf of The University of Toledo and President Gaber. This award is the Christa McAuliffe Award for Excellence in Teacher Education, and that award was given on Sunday, October 22nd, during the conference’s keynote session. It was presented in front of an audience of approximately 300 university presidents from around the country. UT was recognized for the Judith Herb College of Education Teacher Nurturer’s Program. NURTURES stands for “Networking Urban Resources with Teachers and University to enrich Early Childhood Science.” My congratulations to the College of Education and to Dr. Charlene Czerniak for this national recognition and prestigious AASCU award.

[Applause]

Provost Hsu cont’d: This is an excellent example of the quality of the work that our faculty are doing and an excellent way for us to improve our recognition nationally.

I have one announcement to make: It is a reminder that we are going to have our first Distinguished University Lecturer presentation of this academic year on November 13th. Dr. Bina Joe, Distinguished University Professor, from the College of Medicine and Life Sciences, will speak on November 13th at 4:00 p.m. (Collier 1000A) on her pioneering research related to genomic medicine and hypertension. We have three new Distinguished University Professors this year and we are going to have two additional DUP lectures in the spring 2018 semester.

On another note, many of you probably saw my email message to all faculty and staff-- we are going to have a Doctoral Hooding Ceremony on December 16th in the Dormann Theater at 4:00 p.m. This is a new event, in the effort of recognizing our doctoral students, so we're going to have a smaller ceremony where the advisors and the parents of the students will better recognize those students. The degrees are not going to be conferred at this event, but at the Commencement which is still going to be a university-wide Commencement held on December 17th in the Savage Arena. There were a lot of email messages from me, so please read the email messages, and please do not hit "delete" without reading them, as they contain important information. Another email message that I just sent out is about midterm grade reporting. Grade reporting at midterm is important to the success of our students and our retention initiatives. Our students and their success coaches and their advisors need this information to make informed decisions. The advisors and the success coaches need this information to better advise our students on their options, so we ask for your help to report back to all faculty to help us achieve 100% midterm grade reporting. Senator White is laughing; he knows that is not achievable.

Senator White: We can try.

Provost Hsu: The last announcement and some of you may already be aware of it. In an effort to improve our student retention and graduation this semester we are implementing a new priority registration process for spring 2018, which actually started last Wednesday. We have a series of communications going out to the students via email, posters, and so forth. We are asking for you to help by talking to your faculty and also communicating this information yourselves to your students in your classrooms to make sure that students are aware of the priority registration dates and let them know the advantages of registering early so they will have the classes they need to graduate. Also, if there is any difficulty registering (for example, if they have a hold or other issue on record) it will be addressed in a timely fashion. I appreciate all of your help as we assist our students to register early. From now on, from now on, every semester we plan to communicate to the students about early registration for subsequent semesters.

Senator Maloney: I have a question about whether or not you anticipate that this special job doctoral hooding ceremony will occur at Spring graduation as well, and if so, what time of the day will it occur?

Provost Hsu: The doctoral hooding ceremony in the spring of 2018 will take place on the day before Commencement. Commencement is on a Saturday in the spring of 2018, so we anticipate

that the doctoral hooding ceremony will be held on Friday. We will know in January what the date and schedule is for this event after we do a pilot, initial hooding ceremony event this December. If you have suggestions on how to improve the ceremony – either Commencement or the Doctoral Hooding Ceremony, we are open to your suggestions so please let us know.

Senator Maloney: So how soon you think you will firm that up because my students have a banquet the night before on Friday?

Provost Hsu: We will most likely have plans in place by January. Although the final decision has not yet been made, it appears likely that we will have a Thursday or Friday evening doctoral hooding ceremony and on Saturday morning we will have the Commencement. I don't know how many of you participated in our last spring Commencement which lasted approximately four hours. So we identified this situation as problematic and this is an effort to try to reduce the time of the Commencement ceremony and move the program along at a faster pace.

Senator Wittmer: In reference to the banquet on Friday, the College of Business typically does their graduation on Friday evening as well, just to put that out there-- separate colleges have a tradition for doing things on Friday evenings.

Provost Hsu: We will discuss this with all of the deans before we make the final decisions.

Senator Kippenhan: Thank you for the report. Is there any talk about getting Blackboard and Banner to talk to each other so that we can hit a button that says “export grades” and it automatically go in to Banner?

Provost Hsu: There will be. Thank you.

President Thompson: Thank you, Provost Hsu. Next, Dean Cooper is going to talk to us about the PN program.

Dean Cooper: Thank you so much, President Thompson. I always get a “giggle” when someone says “Dean Cooper,” it sounds “foreign” to me. I guess I have to refer to you as “President Thompson.”

President Thompson: No.

Dean Cooper: Thank you so much for inviting me. I am going to share with you a sensitive topic that some of you may have heard about or read about in the newspaper over the weekend, which is our Physician Assistant program. Many of you know the Physician Assistant program is in the College of Medicine and Life Sciences. Recently, we were notified by their review body, the Accreditation Review Commission on Education for the Physician Assistant—its acronym is RPA. We were notified by RPA that they were recommending withdrawal of accreditation from our PA training program. What I will say as a starter, I believe our program has been very successful. I have one slide to show you. I may also consult Senator Don White to help interpret

this. I worked with Don and some of his faculty with this. Across the X axes is year 2005-2015 and on the Y axes is program success. Senator White, I think it looks like a linear relationship, right? Because over ten years, each year we had 100% of our PA students pass their board certification. We have been very proud of the success of our PA students and their ability to become certified and credential and licensed physician assistants. So, Senator White, if you have any other insights---

Senator White: I will analyze that graph for you as much as you need it analyzed.

Dean Copper cont'd: What I will say, there are a couple of things that is important to make comment on. The first is, the University is committed to regaining accreditation of this program, and we think it is an important contribution to our community. The second thing I will say is that the decision was in response to a site visit that was conducted in June. We have been actively addressing issues that were identified at the time of the site visit. A couple of “buckets” of issues that were identified included leadership issues and issues with program self-assessment, and so those are issues that we have been working on since the time of the site visit. Probably the most important thing I will say, and I will repeat it when we get to the end is that we’re very committed in seeing that the students who are enrolled in our program will be able to continue in the program, sit for their certification exam, and become licensed position assistants-- we’ve been communicating with the accrediting body about that. I would say, if there’s one thing that keeps me up, if there is one thing that I really care about is we chose to enroll these students, we have a commitment to these students, and we need to live up to that commitment and make sure they can graduate from an accredited program-- I think that is an important issue, is the success of our students that are in our program. I will also say that at this time we cannot admit new students to the program and we began to communicate with folks who applied to let them know that we do not plan to bring on a new class in the coming year. I will also say that the University is highly committed to providing a high quality training program, and certainly, as we looked at issues raised in the accreditation visit we been addressing those things because again, we have a commitment to the students who have enrolled into the program. The final comment I will make is that we are very active at this time in appealing this decision. It is not a final decision until we’ve been through our appeal process--we are very active. I think...is not how active we are in the appeal’s process. We are certainly committed that nothing we do in the appeals process would negatively make an impact on the current students’ ability to complete their training. What I would also say is since the University so active in the appeals process, I am not at the liberty to really do Q and A today because we are working with a variety of folks across the organization, including Legal to draft that response. What I will say, when the information is going to be made public, we will let President Thompson and Faculty Senate know about it and we will notify our students—I think that is probably the most important constituent group to hear about what’s going on and our faculty. So again, I anticipate that soon we will be able to provide more information about the status of the program and our appeal-- we will try to make sure we get that. If there is one thing I can leave you with, our number one concern about this program is

the welfare of our students who are enrolled in the program and making sure they can finish out their program, graduate with an accredited degree, and feel like they got a high quality on education. It is about our students.

President Thompson: Thank you very much. I appreciate you coming today and we look forward to your updates with us.

Okay. Next, we have Dr. Diane Cappelletty with some curricular updates for us.

Dr. Cappelletty: All right, so the Undergraduate Curriculum Committee has four proposals that we're recommending for approval-- all four are out of the Honors College. The two new course proposals are Multicultural Toledo and Community Engagement. They both are actually interdisciplinary courses that have been developed from the Honors College and Sociology. The first one, Multicultural Toledo also included the educational foundation and leadership faculty. These courses looked pretty good to us and the syllabi looked pretty good [to us] as well. The two course modifications are Ideas Innovations in Society I and II. They are undergoing a name change, which is going to be "Ideas and Society," and if I'm remembering correctly, I and II—the "Innovation" is being dropped. It would no longer fulfill Comp I or Comp II, but they both will fulfill humanity courses. Are there any questions?

Senator Keith: What are the course numbers, Dr. Cappelletty?

Senator Ohlinger: I think it's in the first column.

Dr. Cappelletty: Honors 2010 and Honors 3010 and then Honors 1010 and Honors 1020.

Senator Lundquist: Will all of these courses be required for students graduating from the Honors College?

Dr. Cappelletty: I think Senator Ohlinger might be able to speak to that better than I.

Senator Ohlinger: I don't know if I can answer that fully, but the Honors College Council and faculty are still looking at new curriculum and basically, different tracks—that is the best word I can come up with, because right now, that's what we're calling it. So not all colleges that currently have proposed will necessarily require every single one of these, it is left up to the college to decide. My best recollection at this point is all the colleges are requiring 1010, 2010 and 3010, but not all of them are requiring 1020. There is some variability depending on which Honors track each of the different college wants to require their students.

Senator Lundquist: Do you know how the Honor students will fulfill their Comp I and II requirement if not with this course?

Dr. Cappelletty: As I understand it, they would either be coming in with AP credit or they would be taking Comp I and Comp II.

Senator Lundquist: Has anybody from the Honors College talked to the English Department about that?

Dr. Cappelletty: That, I have no idea.

Senator Lundquist: Because if there's going to be an influx of new students needing Comp I and Comp II, that will be something we would like to know.

Senator Rouillard: My question is a follow-up to Senator Lundquist's concern. Procedurally when the Honors College does new course proposals or course modifications, do things have to go through each college curriculum council because this hasn't passed the Arts and Letters curriculum council?—it will probably be in our agenda at our next meeting. So I am wondering if it is procedurally appropriate for us to be voting on this today.

Dr. Cappelletty: Well, at this point, it's not my committee that would reclassify it away from English and over to a humanity, that would actually be the Core Curriculum Committee. What we looked at was the change in the title of the course, the course description, and as they were listing it in the catalog, and those [that] were being modified and from that, I think it would be the Core Curriculum Committee that would have discussions more completely on whether both of these courses will fulfill humanity. That is just what they're proposing, but my committee doesn't—if I am correct in my understanding with my charges—that's not what this group does.

Senator Rouillard: But certainly with the new course proposals, I'm just trying to clarify what the procedure is. Does the Honors new course proposal have to be accepted by the different colleges that will use that course before it comes to Faculty Senate?

Dr. Cappelletty: No. I would think that the course being approved is the course being approved; whether each Honors program within each of the colleges choose to utilize these, I think it is up to the colleges and their discussions with the Honors College at that point.

Senator Keith: Well, I think the issue is the course modifications that are taking away Comp I and Comp II status from these courses. Can your committee do that given that it's not been approved by the various colleges in terms of their honors---?

Dr. Cappelletty: I would think that my committee is not going to do that at all. I would think that the Core Curriculum Committee behind us in the approval process will get these proposals next with the indication that they are pulling off of Comp and going over to humanities. So in order for them to get there, I have to sign off first. If that was the only thing they were going to do, I will sign off and my committee wouldn't even address it, but they are also changing the title of the course and changing the course description, which then falls under Undergraduate Curriculum to look at.

Past-President Humphrys: And this isn't an issue for you or your committee, but a concern I guess I have is somewhat of an assumption being made by the Honors program that these will be

accepted as the new core designation. If they are not and they made the commitment already to do something different for Comp, and it doesn't sound like they've been talking necessarily to the English Department, I think it could be a real program issue. So I might suggest that—well, I don't want to say that yet if there are more people who have comments.

Dr. Cappelletty: Okay.

Senator Ohlinger: Just to follow-up on that. I'm not an "official voice" of the Honors College. I am the Honors Director for Pharmacy, so I sit in some of the meetings with the group. I think the assumption being made was that the usual course for action for these types of changes was, "oh, well, you have to do the courses first and then you can do the program changes that come following that"—I think that was the line of thought. In terms of speaking to the English Department, I can't speak for Dean Appel or anybody else, but Melissa Gregory, she's on the Honors Advisory Council-- but again, I don't think people were assuming, "oh, she got everything in line," but I would hope she would be a voice back to the department. I think probably all of this is going to come through when program changes are supposed to go through each college, so maybe those haven't trickled through yet. I think the line of thought was to do the courses first and then program follows. I know that doesn't answer questions, but hopefully, it will address some of these concerns.

Senator Hefzy: The first two courses, the college proposals, are they part of the core?

Dr. Cappelletty: Are they part of the core?

Senator Hefzy: Are they going to be used for the core?

Dr. Cappelletty: Well, I cannot answer that question. I cannot answer that question because it was not indicated in the syllabus program requirement. This is only that they proposed two new courses, one being Multicultural Toledo and the other Community Engagement.

Senator Hefzy: After they get approval at Faculty Senate, will they go to the Core Curriculum Committee? If they are not core, where are they going to be? If they are not core then they need to be looked at by the academic colleges before they come to us. I believe the comment based on what you are telling me, we don't know if it is core or not, so we don't know which way to go.

Dr. Cappelletty: But voting on core is a separate issue than voting on the new course proposal.

Senator Hefzy: But we don't know if they are core.

Dr. Cappelletty: Well, at this point—I'll let Senator Krantz answer.

Senator Krantz: Honors 2010 legitimately could qualify as the core and Honors 3010 cannot, it is 3000. Honors 2010 would also be evaluated both as a general education course within the core and as a multicultural, it is two different criteria/ two different decisions.

Senator Hefzy: So 3010 would not be evaluated by anybody else, except us?

Senator Krantz: Is it put forward as a multicultural because I am not seeing that in the description?

Dr. Cappelletty: No.

Senator Hefzy: So then you might have an issue.

Senator Krantz: But going back to what Senator Ohlinger said earlier, as of right now, we are evaluating these as courses only. There is a program evaluation that is independent of this, but the courses has to be approved before Programs---

Dr. Cappelletty: Programs can take them on.

Senator Krantz: To be clear.

Dr. Cappelletty: And with regard to 3010, there is really no issue depending on what people are saying their definition of core is. If you're talking about the core education, the core curriculum, the undergraduate requirements, 3010 can't fulfill that. But, 3010 can fulfill Honors credit as they work towards their 33 honors courses that are required for them to graduate.

Senator Krantz: Which is problematic decision, which is not a course.

Dr. Cappelletty: Correct, that is not a course. So, the courses on the books may never be taught if no program adopts it as a course they want, or as a requirement, or as a course that is an elective. Students could still take it and it will count towards their honors credit. So again, Honor students, to graduate with college honors or university honors has [to have] 33 credits to obtain in Honors coursework – 3010 would be one such course that they could take towards those 33.

Senator Krantz: One other comment in regard to both Senator Lundquist's and Rouillard's question. I don't know the demographics on this, but I would guess that most Honor students would have AP or Comp I-- somehow they got out of it and got credit for it.

Dr. Cappelletty: Correct.

Senator Krantz: So Comp II will likely be the only additional. Senator Ohlinger, as you have been sitting in on the meetings, what's an incoming class of Honor students? It is not a lot of students.

Senator Ohlinger: I don't know the exact number.

Senator Krantz: We are not talking about "500" here, correct?

Senator Ohlinger: Not even close.

Senator Krantz: So the increase in Comp I is going to be minimal, and the increase in Comp II may be substantial, but not a lot.

Senator Lundquist: At some point, we are going to go from “maybe” to actual projection of numbers, right?

Senator Krantz: Yes.

Senator Lundquist: My concern is of course, staffing because we are at a crisis point already. If we are adding 200 students, which is a good number of sections, we’re talking about needing faculty and we’re also talking about next Fall. So at some point I hope we are going to go beyond assumptions about what can happen with the Comp I and Comp II requirements.

Past-President Humphrys: Dr. Cappelletty, the new course proposals I think kind of speak for themselves; but I wonder if you would be willing to, if this is something that President Thompson agrees with and the Senate does, kind of coordinate a conversation between Senator Lundquist and Dean Appel to make sure that there is agreement because Senator Lundquist is saying that you haven’t spoken with Honors about this particular issue. To me that is worrisome. Regardless of how many students in the Honors program need to take Comp I or not I think is secondary to the fact that we want to make sure that this is coordinated between the college and the department. So I am suggesting that we put on the *table* Honors 1010 and 1020 until we can be reassured that any of these questions that we have about the coordination between the English Department and the Honors College have been answered.

Senator Barnes: But vote on the other two?

Dr. Cappelletty: Yes.

Senator Barnes: I would *second* that.

Senator Lundquist: Sorry, I should’ve gone online and looked at the course descriptions, but are those available to us?

Dr. Cappelletty: For which courses?

Senator Lundquist: Well, 1010 and 1020, the course title and description changes.

Senator Barnes: Do we need to look at the syllabi now if we are going to *table* those two?

Dr. Cappelletty: No.

Senator Ohlinger: I just want to make sure that when I follow-up, it will be in line to your proposing. Our next advisory council meeting isn’t until November 17th. I would be glad to take information back to them before then in terms of getting in touch with Dean Appel or was there

something you were proposing to do before that because I wasn't sure? I would be glad to help, but I don't want to interfere.

Dr. Cappelletty: I will contact Dean Appel. I will get Senator Lundquist and Senator Monsos as a part of Core Curriculum and myself and start a conversation to see if we can get a resolution before then and if they can get some [type of] resolution before then, then we will have it at the next Senate meeting.

President Thompson: Sounds Good.

Senator Ohlinger: Then I am going to stay out of the way<laughter>.

Senator Keith: I still have a question about no longer fulfilling Comp I and Comp II. It seems to me that this would have to be something that the college approved for their honors requirements and that it can't be something that we do in the course modification without having the colleges weigh in first.

Dr. Cappelletty: I'm going to venture a guess, but it is an absolute "guess" at this point in time. Since the state had raised questions before about ideas, innovations, and society fulfilling Comp I and Comp II, that has something to do with the motivation for the change so that things would end up in the transfer system. Right now I don't believe, and correct me if I am wrong, if our students left here and they had taken Honors 1010 and 1020, it would not fulfill a Comp requirement at other universities. I could be wrong on that, but that was my understanding from past. So that "may be," but that is one of the concerns as I get this group together, to figure out what they 're doing and then how the Core Curriculum Committee will handle the transition so we can present a more unified picture of this when we make any changes to the course title and the description.

Senator Ohlinger: I want to add one quick thing to that. The emphasis for the change for the type of course, Honors 1010 and 1020, was really based on what should a core first year experience course be for Honors' students. Number one, it didn't make sense for it to be a Composition course; it made more sense to be a multicultural type course or humanities. Number two, so many students were coming in with Comp I and Comp II credit in a huge number that even they didn't get those benefits in terms of academic credit hours, or they were just refusing to take them and then you'll have try to come up with whether or not you can provide an extension for them, or they were just saying, I'm just going to leave the Honors program. We were losing fantastic students because of those difficulties.

Senator Krantz: Just one final piece of information to support what Dr. Cappelletty already said, the Core Curriculum Committee basically got the word from the state that unless Honors 1010 and 1020 significantly changed, they were not going to be approved for composition.

Senator Rouillard: But all that said, we can't ignore our own internal procedures for curriculum review. So as Past-President Humphrys and Senator Keith already pointed out, if you change these requirements, you still have to go through the same process to go through the curriculum review program.

Past-President Humphrys: Thank you. One last thing too. Did the Honors College request special sections in Comp II? Senator Lundquist, do you know?

Senator Lundquist: I know this has been a discussion that's been going on for a long time. One of the ideas that came up was that the English department would offer Honors sections for Comp I and II, and that was a discussion about two years ago. It is a surprise to me to see this because although that was an idea that was floated, it was never an idea that was discussed in any detail at all. It's not that the English Department is opposed to doing that, we are the best Comp teachers in the University, so of course, if honors students take composition, we should be teaching it to them. But we need to know ahead of time if there's going to be a shift of that magnitude. One of the reasons why we would like to see this syllabus for these courses is, I think what you said that now it is intended to be first year honors experience of some kind---

Senator Ohlinger: Humanities, but a common course that all incoming Honor students would take in their first year.

Senator Lundquist: And two of them, 1010 and 1020, right?

Senator Ohlinger: Depending on the proposed tracks that the various colleges are requiring. Some colleges may not be requiring 1020; what I have seen so far is all of the colleges are requiring 1010.

Dr. Cappelletty: Okay. So we have the course modifications *tabled*; we will not be voting on them today. We will only vote on the two new course proposals of Honors 2010 and Honors 3010. All in favor of approving those two new courses say "aye." Any opposed? Any abstentions? *Motion Passed.* Thank you.

President Thompson: Okay. Next we have the OFC report with Senator Thomas Atwood.

Senator Atwood: Thank you, President Thompson. The Ohio Faculty Council has been meeting regularly since the beginning of the semester. Much of our discussions have centered on DACA, textbook affordability initiatives, and House Bill 66. As reported at the October 10th Faculty Senate meeting, this bill proposes to create a university review committee to examine teaching efficacy in undergraduate education and its relation to tenure. As you know Opponent testimony was given by President Thompson and President-elect Rouillard on October 11th. Dan Krane, who chairs the Ohio Faculty Council will be providing Interested Party Testimony on how tenure assures quality, saves taxpayer money, and protects Ohio's future tomorrow October 25th.

Additionally, the council has written a position paper on Tenure, which we have posted on the Ohio Faculty Council's website. It is our hope that this document will be used to send a clear and consistent message to members in Ohio's House and Senate as well as to the general public on understanding the concept of tenure, how it supports education and ensures the viability of accessing the best professors possible in their area of expertise.

The council is still discussing House Bill 363, The Campus Free Speech Bill and the bill's chances in the senate.

Finally, we are discussing House Bill 337, which would make textbook sales exempt from state sales tax. I am hoping to bring a draft resolution forward to the senate soon for its support. This concludes my report.

President Thompson: Thank you. Are there any questions?

Senator Barnes: Yes. Is there anything you can say about DACA?

Senator Atwood: We sent legislation letters to our legislators basically expressing our discontent along with [I believe] the presidents from IUC.

President Thompson: Are there any additional questions?

Senator Atwood: Thank you.

President Thompson: Thank you, Senator Atwood. Next, we have Dr. Flapp-Cockrell, Intern Vice President of Student Affairs to talk about the new Behavioral Response guide. I've seen these and they are very helpful. I am excited to learn more about them though.

Dr. Flapp Cockrell, Intern Vice President of Student Affairs: Well, thank you, President Thompson. Good afternoon. I hope everybody is doing well. Included in your Behavior Response Guide, I also included some information regarding the Rocket Recovery Emergency grant. This is a grant we received from the Great Lakes Foundation in the total of \$200,000. This grant is an opportunity for students to apply if they are experiencing any type of financial difficulties such as medical, utilities, food, etc. This grant has been working well; so far we have given out over \$100,000 this year to students. Our goal is to make sure we are constantly keeping our students in the classroom. I just want to make sure you all had this information, so please encourage students to apply for this grant. They can get up to \$1,000 for any type of assistance that they may need. Dr. Michele Soliz, who is the Assistant Vice President over Student Affairs and Student Success and Inclusion, oversees this grant so students are able to apply and within two to three days, they actually receive the money to take care of their expense.

The second thing I want to discuss is our UT faculty and staff Behavior Response guide. As President Thompson mentioned, last year, last summer, some of us set around the table and talked about how we can make sure we are giving our students the assistance that they need, so

we created the Rocket Care Portal that I'm sure you all are aware of. If you need to go through and look at the portal, the website is actually listed on this guide. This guide has really been helping us this semester. We sent it out electronically to faculty and staff members at the beginning of the school year. If you need some more, by all means, feel free to contact us in the Office of Student Affairs and we will get you some of these guides. If there's any event when students are distressed or disturbed or experiencing any type of threatening behavior, someone will respond to those students. Any student who is hospitalized-- I started this like a year-and-a-half ago when I first arrived at the institution, we visit every student who is hospitalized, whether it is for mental health or if they are having surgery or what have you. We actually have a student advocate so students will have that same support and we actually go out to make sure we are connecting with our students. You may have seen the email from Dan Boyle who is our student advocate. If a student actually goes to the hospital and we lay eyes on that student, we know that student is actually there, so, if a student tells you they have their "third appendectomy," nine-times-out-of-ten, that may not be true. But if you receive an email from Dan Boyle, we actually physically laid eyes on that student. Please make sure you are accommodating those students, we ask you to do that. Sometimes students will lose family members and loved-ones or maybe they become hospitalized and we just want to make sure that we are taking care of our students. You see a lot of important numbers here, especially on the back in this section here—a lot of numbers are listed here to assist you. We are here for you 24 hours a day, so if I'm not on call, one of my ADP's will be on call. In the event that students are experiencing any type of distress, classroom management or what have you, you are more than welcome to give us a call. With the Rocket Care Portal, someone will respond within 24 to 48 hours. Those emails actually go directly to our student advocate, Dan Boyle and so he responds to the student if something is going on.

Thank you so much for helping us to promote the Rocket Care Portal. The website is listed there. As you can see, on the blue section on the yellow piece it says, "The Rocket Care form--" you are more than welcome to give that out and we will follow-up with the students to make sure they are getting the assistance that they need. We've been getting a lot of feedback from faculty and staff and administrators as well. I don't take any credit for the guide; this was created by the former Senior Vice President of Student Affairs, Dr. Kaye Patten-Wallace who retired in May, we just went and updated it by making sure it was electronic for faculty and staff members and also a hardcopy. Are there any questions?

Senator Niamat: Is this grant available for foreign graduate students?

Dr. Cockrell: Right now it is only available to all undergraduate students. We are having conversations with the Great Lakes program because we do have graduate students who may be in need, so we are trying to extend it to our graduate students.

Senator Niamat: Is it available to both international undergraduate students?

Dr. Cockrell: Yes, but the student must meet the following criteria:

- First, they must be currently enrolled in an undergraduate degree program at the University of Toledo.
- Secondly, students must have an unforeseen financial emergency that is not likely to reoccur, and must be jeopardizing their ability to stay in school.
- Thirdly, must have a current, valid FASFA on file.
- Fourthly, must have an EFC (estimated family contribution) of \$7000 or less
- Last, there's only one payment available during the grant program (Fall 2017-Spring 2019).

Senator Lecka-Czernik: So this expansion, will it also be available for graduate students in the Bio- Sciences program on the Health Campus?

Dr. Cockrell: For the grant in particular?

Senator Lecka-Czernik: Yes.

Dr. Cockrell: We are working with Great Lakes to see if we can expand it right now. Currently, it is only available for undergraduate students.

Senator Maloney: I just want to be clear about how you know a student is hospitalized.

Dr. Cockrell: A lot of times we receive phone calls from parents, or faculty members sometimes check information, or they self-disclose. So once we receive that information, we actually go to the hospital. I've been able to build a relationship with Flower Hospital, so anytime a student who appears to be a "college student," we have relationship with those social workers and if the student disclose that they are an UT student and they sign that waiver, we actually go to the hospital to visit them.

Senator Maloney: So they have a choice, right?

Dr. Cockrell: Yes, and sometimes students choose not to disclose to us, but once we receive word, we do send them a letter letting them know we are thinking about them and we have services available to them over at the Counseling Center.

Senator Maloney: I just wanted to make sure that it wasn't that they needed to have a visit to have a medical excuse.

Dr. Cockrell: No.

President Thompson: I guess I have two questions, Dr. Flapp-Cockrell. First, can you speak at all to the volume of the calls or the reports that you're getting through the Rocket Care Portal?

Dr. Flapp-Cockrell: Sure.

President Thompson: My second question is, just recently, and this seems to be kind of a bit of a recurring thing, I've been hearing that the Counseling Center is significantly backed up on making appointments with the students. Will you kind of update us with both issues?

Dr. Cockrell: Sure. We received a number of Rocket Care forms. From last October up until the Spring semester, I think we received about 100 or so and we are up to about 30 or 40 over these last couple of weeks, and so we definitely know the forms are working. People can self-disclose if they have some things going on and faculty and staff are sharing information with us. To your second question as it relates to the Counseling Center, of course, just last week I was at the IUC meeting with all the vice presidents within the state and they said something to all VP's of Student Affairs, we're trying to tackle how to provide these quality services to our students who may be experiencing some form of mental health concern. Right now we have four clinicians over at the UT Counseling Center, but I am going to have a meeting next week with Dr. Chris Cooper to see how can we partner with the Medical School because we know we have some clinicians at the Health Science Campus to start providing services to our students over at the Main Campus. We are just trying to figure out how can we partner because we don't have too many resources, but he's willing to have that conversation to see how can we expand some of those services. We have four clinicians, and I am even exploring options to maybe put some individuals on retainers—I know that was at former institution where I worked at. I am looking at some community agencies that maybe we can partner with. If a student needs to be seen, we don't want to say you can't see someone for two to three weeks. We want to be able to accommodate those students when they need assistance, so we are looking at forging that partnership with the Medical Campus.

President Thompson: Just an idea, when I was at Kent State, they had a PhD in counseling program, which we have here as well, and they were able to partner with them and provide them some of the services being supervised. That might be something to look at in terms of giving our students the ability to practice and get their hours and also expand the number of services. That is something to think about. I know this is a challenging topic and certainly, this is directly related to some of our retention issues, and so this is very important. Thank you.

Senator Kippenhan: I apologize if I missed it, thank you very much for bringing this information because this is the first time I've heard about the Rocket Care portal. How do our students know that it exists? Is it Rocket Launch?

Dr. Cockrell: Yes. We shared with both parent(s) and family members and students the day of Rocket Launch. So of course, Dan was there, I was...a staff member sharing with faculty and parents and guardians about the Rocket Care portal. Some of them self-disclosed to us that they are going through some things and we want to get them assistance.

Senator Gruden: We also shared it at TA Training. Just so you know.

Dr. Cockrell: Yes. Thank you.

Senator Barnes: Thank you, Dr. Cockrell. It is really wonderful to have this information. I'm just wondering or recommending if we can keep tabs on the nature of the reports and who the students are that are being reported on because of course, the paranoid part of me is always saying that implicit bias has a way of targeting certain populations of students for perceptions of trouble making or disruption. I think it would be in our best interest if we monitor how this is being implemented. Thank you.

Dr. Cockrell: Okay. Are there any other questions?

Senator Ferris: Dr. Flapp-Cockrell, I want to ask about the Rocket Recovery. You indicated more than \$100,000 in grants has been used so far during this academic year. As I remember, there was \$200,000 available for this academic year. So we are more than half-way through, even though we're barely half-way through the first semester, is that right?

Dr. Cockrell: Yes. Our goal is see if we can go back to Great Lakes because the ultimate goal is to show there is a need for more. Michele is going to issue a communication about if we reach \$210,000, is it an opportunity for us to get some more so we can support our students. One of the things we also created during the Day of Giving was another fund from Students Affairs, so if that money runs out, we can direct students to another source. Also, please tell your students within the Division of Students Affairs, we created some resources for students who may need books. So if you have students in your classes who may need assistance with books, send them my way. We are not publicizing it to the "world," but if you know students, who may need some financial assistance, send them over to University Hall, 3630 and we will get them some assistance.

President Thompson: Dr. Flapp-Cockrell, can you tell them just really quick about the food pantry?

Dr. Cockrell: Yes. We started the food pantry last Spring. From last Spring up until this Spring we saw 900 contacts, and so we know that students are utilizing the food pantry. I saw the email, and thanks to Dr. Hsu that went out about the food pantry. Please, please, please, if you or your organizations or colleges are interested in donating to the food pantry—the food is being utilized and students are up there daily. It is located directly across from our new Student Lounge on the second floor of the Student Center. It is newly located and students are utilizing the food pantry. Please continue to give. If you know somebody... Foundation or Wal-Mart, we are open to that as well. We send a lot of food home with students to make sure students are getting food. We hear a lot of...when talking to students... They can go there up there three or four times a month and we're not really keeping track of that. When students are needing food, we're providing the opportunity for them. Also, we opened it up to faculty and staff as well. So if faculty or staff needs assistance, they are more than welcome to go to the food pantry also. It is on the second floor of the Student Union.

Senator Rouillard: You mentioned that the electronic copy of this was sent to faculty members, can you send out the hardcopy as well? I am thinking especially of our part-time instructors who may not have access to a computer while they're here teaching, and if they have something that they can carry around with them, that would be really useful.

Dr. Cockrell: So one of the things I started last month, I am doing every-other-month meetings with the deans and I have given them a copy of this, so if you need any more, just follow-up with your dean and say you need more. Also, if you need additional folders, just give us a call and we will bring them to you—our extension is 7963, and we have some students and we can deliver them directly to your office.

President Thompson: Thank you very much, Dr. Flapp-Cockrell.

Next on our agenda we have Associate Vice President for Government Relations, Diane Miller. I just want to say that we've had wonderful resource within the Office of Government Relations. I know Senator Rouillard and I have been able to work with Diane and she's been wonderful in terms of giving us information to advocate on so we can bring to you. We are excited to bring her in today to talk about her office, what they're responsible for, and what is going on around our state.

Diane Miller, Associate Vice President for Government Relations: Thank you, President Thompson. Thank you all for having me today. President Thompson has asked me to come back in the Spring semester too, but I hope between now and then, if you have something that you think my office can help you with that you will reach out. A lot of you I know already. If you don't know me, I am Dianne Miller. I am from the Government Relations Office as President Thompson said. We have a couple other staff members there as well. We share office space right now with the Office of Diversity, Dr. Willie Mckether, so if you are in U-Hall, you can also feel free to stop by. My email is Diane.Miller2@utoledo.edu. I don't know how many of you are not the first to have an email address—I noticed President Thompson is [number] four—I was the second Diane Miller, and I don't know who the first was—but if you do, please let me know because I would like to know who that was <laughter>. My phone number is 3804 on the Main Campus. Our office is structured so that we have somebody who does state relations in Columbus—they have an office in Columbus. They are on campus about once per week and that allows us to do kind of a “boots on the ground thing,” so we are hearing more of what's going on. We are able to make it to most of the committee meetings, especially if it has something to do with a piece of legislation that we're particularly interested in from the university or behalf of a group at the university. So if there's something that you guys are watching, if you will let me know because a lot of times I'll hear about a piece of legislation from somebody else first. I'll give a couple of examples when I go through some bills that are currently pending that we're watching and how we found out from different groups on campus about those. Keep that in mind, if you are hearing information that you or colleagues belongs to and there's some legislation that might affect your group, your profession or your students at the university, if you

will let me know, I would really appreciate that. We also have somebody that does state relations down at the state capital. While overseeing the office, I used to be the head of Federal Relations for the university and I am still covering that area as well. We also have someone who picked local relations and community engagement in my office, so if any of those areas have something to do with some government issue, law, or bill, please reach out to us about that and I will make sure I put you in touch with the right person. Also, invitations and meetings—if you are going to have somebody on campus—I know Representative Ramos is going to be here on Thursday, and that is a great example—if you guys are going to invite someone here on campus, please let our office know so we can work with you on that. We want to make sure we go through the right people to get the invitation to get them to come here. Also, for meetings that you're attending, if there's going to be somebody from the government there, if you want to touch base with us because we can supply you with information before you go, we are always happy to do that. Visits to city county government at Columbus or D.C., especially if you or your colleagues are going to review some grant and you might be able to add some visits to that, I will love to take the opportunity to set you up with some other people in D. C. and maybe make really good use of your time while you are there, so, if you can keep those things in mind for both you and your colleagues. If there's travel to Columbus or D. C., we really appreciate that and that gives us just a broader reach all together for the university. Any information you can provide for bill tracking is good. Letters of support, we help do letters of support all the time for grant opportunities and also about legislation and it doesn't necessarily have to be letters of support sometimes, it is something we're opposed to as well. If we can help you guys do letters, please reach out to me and let me know. The state legislative calendar—I was just talking to President Thompson about this recently—the Senate had seven remaining session days and today was one of them and so they now have six remaining session days in this calendar year and they have an additional four “if needed days.” The House had four, now three remaining session days because they had a session day today. It just shows you that it is not a lot of time left in this calendar year. For the State, this is your one of a two year cycle. That doesn't mean if legislation doesn't get passed by the end of the year it is dead, it means that it is not that much time left in this calendar year. Some bills that we're watching and topics that we were concerned about at the State level—several of your colleagues have talked about House Bill 66, the tenure teaching requirement. I won't add too much to that other than to say that we been following this really closely, and there will be another committee meeting here tomorrow. In the last committee meeting two of your colleagues, Senator Rouillard and President Thompson testified. They added in an amendment that would include a representative from the Ohio Faculty Council to that group. They just updated it right before I came over here today, the schedule for the committee meeting tomorrow. It says there's going to be an amendment added tomorrow and we've heard that it's going to be, one of you testified about a concern about ranking in your testimony and I can't remember which one of you that was, they are going to remove the part that ranking adds to your undergrad admission, and so, that is an amendment change that we are going to see tomorrow. This committee has been meeting on an every-other-week basis, so they probably won't meet the

following week to take additional testimony, but then they will meet again a week after that at the beginning of November. We are also watching House Bill 298—this is a great example, as I was saying about people letting us know something they've seen because this is a bill regarding employees' sick days. They are trying to reduce the number of sick days that state employees get. Actually, President Thompson brought this to me from another member of the faculty that sent it to her concern about this, and that is how we found out about it. This one has been introduced, but it hasn't been removed yet other than being referred to the House, State, and local government committee. House Bill 363—Senator Atwood also brought this up, which is the Campus Free Speech Act. There is a lot of concern about the lot areas in there; some of it being that it is basically competing with the First Amendment in the Constitution to say what free speech is. I don't know why our state government wants to take that on, but that would definitely be a legal concern for us. Other things that they want to mess around with in this bill would include what our free zones on campus, how we can or can't invite or disinvite speakers, and whether or not we will be able to levy students' activity..., whether those could be mandatory or not, because right now they are mandatory. This bill the way it's written right now would make those voluntary. We have to make sure that we were neutral to the organization view point when providing funds for them to do events on campus. So that bill has been referred to the Higher Education Development Committee and it is going to hold its first hearing, responsive testimony, later this week. House Bill 360, Anti Bullying and Hazing—I put these two together because I thought it was very interesting. The campus Free Speech Act and the Anti-Bullying and Hazing Act are complete opposites. They were introduced by members of the same party. I don't think they've figured out yet that they are complete opposites. This bill would direct how state institutions of higher education would set up our policy regarding harassment, intimidation, and hazing on campus. Senate Bill 8, which is School Technology and Safety—this is a bill that ended up being a rider for a lot of issues that were passed as part of the state budget this year. Some of those things that were getting corrected in Senate Bill 8 were the comparable credit provision, which was in the state budget. Dr. Gaber had written a letter to the governor asking him to veto that line in the budget, which he did not do. This provision would say to anybody that earned credit in the past five years in the state of Ohio that we would have to give them credit for that. We've expressed our concern over how that could affect our accreditation. At least in June when the budget was being passed that fell on deaf ears, but now they are starting to see what the ripple effect would be of this comparable credit provision. Also we are trying to clarify the terms that would permit community colleges to start offering bachelor degrees and also clarify how the Ohio College Opportunity grant is calculated each year. We are also watching the issue with teacher's certification which was another issue that was brought to our attention by a group of faculty in the state. Specifically, here at UT, Dean Kyle reached out to me because all the deans of education around the state were seeing this for-profit group, Teachers for Tomorrow had started an Ohio based website that they were saying they soon will be able to offer teacher certification. They started to keep an eye out and they informed us to keep an eye out too. The lobbyist for Teachers for Tomorrow tried three bills so far to tack on an amendment

that would change how we certify teachers in the state, and each time we have been able to catch them and get that amendment removed, but, it is just a constant vigilant effort to keep on top of that. So again, another good example, if they are things that you are hearing that we could be helping you with or we should be watching for, sometimes they can be really “sneaky” and so we need your help to keep an eye out for these things. Textbook Tax Proposal—this was specifically Representative Duffey who is from our 21st District outside of Worthington. He is going to be reaching out to faculty senates to ask for their support and student government support on a textbook tax proposal. He has been floating this around for a couple years and it really hasn’t gotten any “legs” because it would mean a \$30 million loss in taxes, but, he would like to remove taxes from textbooks. I think you or all of you will be hearing from Rep. Duffey about that. If you wouldn’t mind looping me in, I’ll be really curious when he reaches out to us here at UT. On the Federal side—we heard a little bit about DACA before. We’ve been watching this very closely. Dr. Gaber and the University of Toledo have signed on to several letters and we sent our own letter from President Gaber. We [also] signed on to the Ohio letter and a national letter that went to congressional leaders, all asking them to find a legislative fix for this as soon as possible. We are really concerned about our students. I think we have between 10-20 students who could be affected by this. We’ve been definitely working on that issue a lot.

I don’t know if you guys saw this in the news last week or not, but the district court judge in Hawaii had issued a temporary restraining order blocking implementation of Trump’s third attempt at a travel band. We will see what happens with the future of that. The Department of Education Office for Civil Rights, OCR, --they issued an interim guidance on Title IX. This is a deep concern for the university. They are talking about rolling back a lot of administration rules on Title IX. They are using a term that they are trying to clarify, but this is definitely a concern to us. Research Facilities and Administration Costs—if you received grants funds, you know that...tacked on to those. Over the last several decades there have been numerous attempts by either the administration or certain congress members to try to influence how much F&A. I think right now it is in the department of agriculture, and I think it might be 10% that had a lower F&A. rate. This time they were gone after the national institute of health which had a high F&A rate which would really affect how universities are sized and how we could conduct research, if we could conduct research. Congress was able to stop that in its tracks this year. The administration was really not happy about it and Congress started holding hearings just to find out find a little bit more about F&A. I would say this is going to be a real concern for us, and it is something we are definitely keeping an eye on. The Perkins Reform Program—we sent out a letter on that last month asking for support from our congressional members. It expired the beginning of October and so that means at the end of this year, we will stop being able to make Perkins loan payment out to our students. One of Ohio’s senators had cosponsored a legislation that would keep the Perkins loan program going and we are very supportive of that and his efforts to move that forward. The Tax Reform—it is all over the news right now. We are hearing a lot about tax reform. Several areas that we would be very concerned about in the university are (1) if there’s a significant increase to the standard deduction, this may mean that fewer tax payers

would itemize, and therefore, they would not be claiming the deduction for charitable giving and it may influence their charitable giving. (2) We are also watching the retaining and simplifying tax benefits for higher education. They are using the terminology, “simplify.” I don’t trust that means what other people may think it means, so we are watching that very closely. (3) We are also watching the efforts to change the seating rights deduction, which is how athletics give a lot of their giving to athletics. Stabilization of ACA or “Obamacare”—there’s been a lot of announcements about the Trumps’ Administration efforts to undercut ACA, and we are very concerned about that and how that affects our hospital.

Locally, I would say I think most of you would have seen on the front page of the paper today that...season is over. We don’t have to worry as much about our drinking water. The City Council has passed a resolution urging the USPA and the Ohio EPA to include...of Lake Erie which is impaired under the Clean Water Act. This comes with a lot of baggage that we would have to aware of. We had an upcoming meeting with the City and the University of Toledo to go over to our new water testing laboratory and figure out what the steps would be if there was another water emergency in Toledo and how we might deal with that.

These are all the things that are on the top of my list right now. This is just “skimming” over the surface. If there are other things that you are aware of, please let me know. If you have any questions now, I would be happy to answer those.

President Thompson: Diane, I just got back from D.C. last night where I was with a colleague from Florida and they just had Richard Spencer there. She was talking to me about that experience and I think she said it was estimated between \$600-\$800K for security for that event. If you pick up the Chronicle for Higher Education, that is all they are talking about, the issue of what to do. I’m kind of wondering what your thoughts are on this piece of legislation. How are we responding? What is our current policy, if you are aware of it, so we can kind of frame this to the senators?

Ms. Miller: This concern is both at the state and the federal level. On both sides you have legislators that are talking about free speech legislation. I go down to our Legal office and talk to the people there about what this means, and I actually talked about the First Amendment before. For Ohio legislation, if that got past, and right now I think it got around 30 co-sponsors which is a hefty amount in the House. The Senate seems to be a little bit more circumspect when we look at issues like this. I would expect them to spend more time looking at the legal ramification. But you are talking about an issue that would mean in five or 10 years from now, you will have precedent for our constitutional law and for our state law, and they would always match up. So this will be a real concern in the future. Some of the things that were in there besides just the student activity fee, which I think would be a concern for the university, we would not be able to avoid from being sued for something like this just because we are a state entity in the way that they had written this bill. There was a lot of concern about the ways that they are approaching this, the ways that they are trying to legislate this with specifics is in a way that I think is legally

dangerous. You probably have seen in the headlines that Ohio State had refused Richard Spencer and there is already a lawsuit pending. They announced they are suing Ohio State. Cincinnati had agreed they will work with him on setting up a time and a place for him to come and speak at Cincinnati. I was talking with some of my colleagues on a phone call today and the Cincinnati government relations' person pointed out that their letter to Richard Spencer camp was almost identical to Ohio State's first letter, but they had chosen to publicize them in two different ways, which just goes to show that there is a lot more going on here than just somebody wanting to come and speak on campus.

Senator Barnes: Could you explain who he is in case people don't know?

Ms. Miller: A white supremacist, hateful speech. This is a big concern for universities for the amount of money security would cost. I read a lot about what Florida did and how they did it. The Columbus Dispatch ran an article today saying Ohio State could take a page out of Florida's book, but, again, when you are talking about \$600K, that's the low end. We don't have "\$600K" hanging around, but we have to make sure that our campus is safe and secure and so we would really be stuck between a rock and a hard place. This is going to be an ongoing concern for all the universities and especially, public universities.

President Thompson: Our current policy though, can anybody just come on to campus to speak or do they have to be invited?

Ms. Miller: I don't know the answer to that.

President Thompson: I'm sorry.

Ms. Miller: No, that's okay—I am sure we do have a policy there. I know what our Government Relations policy is and the policy for government office holders, but I am not sure what it is for general speakers.

Senator Krantz: That was part of the issue at Florida—groups outside of the university were able to schedule an event at a university facility without going through the proper internal approach. They are targeting those universities that have that type of policy.

Ms. Miller: So, Ohio State is one of those where you can go to and rent space there. Now, I do know at the University of Toledo, they do have to make a room request. So, you can rent space, but there has to be a room request process—now, what's all involved in the process, I can't answer that. That is a great point.

President Thompson: Are there any more questions? Okay. Thank you very much, Ms. Miller.

Ms. Miller: Thank you.

Senator Krantz: President Thompson, before we go on—what became of the legislation last year that universities were supposed to pay for textbooks? Did that completely go away?

President Thompson: Ms. Miller, do you want to speak to that?

Ms. Miller: I'm sorry, what was the question?

Senator Krantz: Last year roughly this time included in the budget bill was a clause that said "universities will pay for textbooks up to" a certain amount. That didn't make it through the final budget---

Ms. Miller: Right.

Senator Krantz: Did that go away completely or are there remnants of it left? Is it going to become a "zombie?" What's going on?

Ms. Miller: It is not going to go away. Right now what's remained in the budget bill was responsibility for the universities to take a baseline to get an idea of what our students spend now on textbooks. I think, Dr. Hsu might be able to answer this better than me, it is at the beginning of the year that we are going to have to have some numbers to...

Provost Hsu: The next report is due in June.

Ms. Miller: So we will have to give a baseline, and then every year after that we are going to have to show that we've made efforts to significantly reduce textbook cost. So it was nothing that was as simple or straight out as "us" to have to pay for textbooks, which was just the worst idea ever. The textbook issue is not going to go away and the affordability issue is not going to go away.

Senator Maloney: I just wanted to say...some of the professional programs students retain their textbooks as it was an investment in their future that they keep these books.

Ms. Miller: Well, that was the main talking point that we were using besides how much it would cost universities. I have my books, the ones that were important to me, both from undergraduate and Law School—I kept those. Especially for professional programs, those are all important. Look at medical students, not only do they have some of the most expensive textbooks, but they don't want us to buy their books and them not being able to keep them. They want to be able to keep them. That was an important talking point. It was critical that the legislators weren't just hearing that from us, but they were hearing that from our students. Our students were saying, no, we don't want them to pay for our books. We don't want this to be like high school when we just borrow a book for the year and turn it in. Remember the test they used to do to make sure we didn't break the binding? Our students didn't want that and they were really outspoken about it, so they were able to help us a lot.

President Thompson: There's a little bit of an irony though that they wanted us to pay \$14M or whatever---

Ms. Miller: It would have been more than \$15M.

President Thompson: Right. But they are not willing to take the \$30M in the sales tax cut, right?

Ms. Miller: No, and actually that was another important point because they wouldn't get that \$30M because we don't pay taxes. The fact that they already balked about that was another important talking point for us through this process to say, wait a second, you weren't willing to get rid of taxes, but you want us, public entities to pay for these books? Well, you aren't going to get any tax off of them.

President Thompson: Exactly. Thank you so much for coming. All right, next we have Dr. Wayne Hoss and he is going to talk to us about the new research integrity position and what's going on in research and sponsored program.

Dr. Hoss, Research Integrity Officer: Thank you, President Thompson. It is a pleasure to be able to talk with Faculty Senate about the new position. Right now I am the Research Integrity Officer. What I'd like to cover today are a few things; I'll like to talk about what my goal is for this position and then I am going to go to my background. Some of you I've known for decades like Senator Martin Ohlinger, or Senator Patty Relue, and like Senator Fred Williams, and others, I don't know at all. I wanted to go through my background a little bit to see how I got here and what I bring to the table and then [inform you of] my current focus in this new position like what I am doing. I wanted to mention very briefly the core concepts of misconduct and research and then follow up with the core concepts in the policy and procedure. I have a few words about the current policy and revision then I'm going to go over the statistics for the current cases. Then save the best for last, talk about educational resources and how to avoid this in the first place. So my overall goal as a Research Integrity Officer is to make a lasting and positive impact on promoting and achieving research integrity at the University of Toledo.

I'm going to get to my background in a little bit. I am going to focus on the 28 years I was here between 1985 and 2013. In 1985, I was the Professor of Medicinal Chemistry. I set up my lab, trained my students, and set up my grants. I became the Associate Vice President of Research in 1989. In that job I had the whole research program under me, including patents and licensing, the whole thing, and also including the first policies on "misconduct." In 1999, a decade later, I went back to the College of Pharmacy as Interim Dean because our dean of 22 years had retired and the president at the time told me to go back. I was interim dean for one academic year and retired in 2013 as Associate Dean. From this experience that I had, I want to mention the three top things that I learned about the university: (1) We have nationally competitive programs here in every college in nearly every department. (2) During my time here, my tenure here, I want to say that this university has really matured. One of the things that I found very gratifying was when I first came here, tenured women in science and engineering were rare. Now we have many tenured women in science and engineering and in leadership positions. (3) The last thing I learned was that it is important to spread the wealth around so faculty and students in all disciplines benefit from the research enterprise.

My overall focus while I was present at the University of Toledo while in these various administrative positions was assisting the faculty and students in getting what they needed to be successful. I believe it was Dr. Cockrell who mentioned about various ways in supporting undergraduate students, but my focus was on graduate students. Getting somebody a few more hours of tuition that they didn't have to pay for can make a difference between getting a degree or not getting a degree. So I focused on the graduate students and I focused on the faculty. "My laser is broken and I don't have the money to fix it--" "well, I can help you fix your laser for you to continue your work, publish your papers, and get more grants and so on." These are two ways to assist faculty and students to be successful. So now I am in this new position that I really care about.

After being retired for nearly four years, in late Spring/early Summer I got a phone call from Dr. Frank Calzonetti and he said, will you come in and help on research misconduct because I'm swamped and I just don't have enough time to take care of this. So I came and I was helping him with misconduct cases that came forward and then in late September I was offered a half-time staff position as a Research Integrity Officer, therefore, taking over the administration of this area, which I accepted. These are the things that I am doing and I hope to do in this position: The education faculty development and student training piece, which I will get to that towards the end. I need to bring current open cases closed. I need to deal with any new cases that come forward. Then finally, I want to achieve a revised policy that is acceptable to all of the stakeholders and I will tell you a little bit about the status of that later. The core of misconduct in research is as follows: fabrication or lying--in other words, you made up the data, falsification or cheating--changing the data, and plagiarism or stealing--stealing the ideas of others. And there are other serious transgressions such as ignoring federal regulations. I brought up these words, "lying, cheating, and stealing" because they are very sentimental since that is what my mother taught me, "don't lie, don't cheat and don't steal," and, I think probably others share that type of experience as well. Another core policy and procedure is, no matter what we eventually end up with as a policy, this won't change. There is an allegation and an assessment of the allegation and whether there will be an inquiry which is fact-finding. Then there's the decision whether or not to take it to an "investigation," and then there's the investigation, which basically is, did research misconduct occur or did it not. And after this step, it goes to the provost who can either accept or reject. And afterwards, there's follow-up with any action that might be required. The part that I am involved with does not involve any faculty discipline, that occurs later. The current policy revision is a worthy process. I think it's been at this group—oh, nobody seen it here? Well, one important positive thing that came out of this revision is a response of this group and others to the initial revised policy that was put forward. Now we are getting a broader group of faculty which is going to have input to this and endorse it. This is a very positive thing.

I want to say a little bit about the statistics of the recent cases. There were seven cases last academic year and one case this year. Where are we? Four of the eight cases have been dismissed. One was dismissed after the assessment. One was dismissed after the inquiry. Two

were dismissed after the investigation. They are all closed now, so, half are done. There's been one finding of misconduct and I expect that to close in November sometime and that will be five of the eight. There are two that are in the investigation stage and one that came through the allegation of assessment and it's on the way to inquiry—I will be asking for volunteers from Research Council Members on that this Friday.

The last thing I want to talk about is the education. I have several ideas and my ideas are not well-formed. I want to create an environment where misconduct and plagiarism and everything get avoided; instead of coming after it later after it occurs and having to deal with it. If we take federal money for research then we have to have these policies and procedures in place, otherwise we don't get federal money. So the education is really important. I want to call attention to online resources because some of these resources are in various places that are kind of "out of the way." I want to develop some in person workshops. President Thompson has volunteered to help me kind of get going in that direction and I think that is important too. We can always go online and learn things all we want, but personal interaction I think it is also needed. There are also some modules that are absolutely required of graduate students. I just started to investigate that yesterday—it is called, City Collaborative Institutional Training Initiatives. There are courses that are put together in modules. One thing I learned yesterday from watching a YouTube video was that there are advanced courses that may be appropriate for faculty and there are other courses that may be more appropriate for undergraduates. I am going to investigate that more before I recommend it. Finally, I do have one recommendation and I am going to leave paper copies of this so you can take one if you want, and this is also an online resource, but it is good to have a paper summary to look at—it is called, *28 Guidelines at a Glance on Avoiding Plagiarism*. This was on the Office of Research and Integrity website buried. It is kind of the intro piece to a complete module on this. So on these 28 Guidelines if you are interested, go to the Office of Research and Integrity website (Health and Human Services) and you can get the complete module. There's a page to a paragraph on each of these guidelines. This is geared towards the sciences. Some of this may not be appropriate or relevant to humanities and other areas. There are other resources here such as associations of journals and individual journals that have rules and so on. There are a lot of different resources. I am not offering this as a list of "do's and don'ts," but I am offering it as a tool to stimulate your own thinking. So that is what I have and I will leave them up here. I will be happy to answer questions that people might have about this position.

President Thompson: Thank you, Dr. Hoss. Next, we have Senator Rouillard.

Senator Rouillard: Do we have the language on the screen?

President Thompson: Yes. While you are coming up, I am just going to put the research guides on table. Please take one before you leave if you're interested.

Senator Rouillard: This is a resolution regarding a name change for the Department of Foreign Languages and Literatures. We would like to change our name to the Department of World Languages and Cultures. This resolution passed through our college council, therefore, following the precedent of department name changes, we bring it here. I think we will have to change the date—oh, no, the date was changed.

Whereas on Sept. 19, 2017 The College of Arts and Letters Council, presided over by Dr. Tim Brakel, approved a name change for the Dept. of Foreign Languages to the Department of World Languages and Cultures. We now bring this forward to Faculty Senate with the following language:

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, on August 1, 2017, the faculty of the Department of Foreign Languages and Literatures voted to change the name to the Department of World Languages and Cultures;

Whereas, on Tuesday, September 19, 2017, The Council of the College of Arts and Letters voted to endorse that decision;

Therefore, be it resolved, that on this day Tuesday, October 24, 2017, the Faculty Senate endorses the process used to facilitate this name change and supports decision to change the name of the Department of Foreign Languages and Literatures to the Department of World Languages and Cultures.

Senator Rouillard cont'd: So we bring this language to you today in the hopes that you will endorse it. Now we need to have a motion to endorse this resolution. Is there such a motion on the floor?

Senator Niamat: I have a question though.

Senator Rouillard: Yes.

Senator Niamat: Are you using the Department of Foreign Languages and Cultures? Is that the name of the department?

Senator Rouillard: Foreign Languages and Literature is the previous name and we are voting to change it to the Department of World Languages and Cultures.

Senator Niamat: So you are changing from the Department of Foreign Languages and Cultures?

Senator Rouillard: Yes.

Senator Krantz: The last sentence. The paragraph there is a typo. It should not be “Cultures,” it should be Foreign Languages and Literatures.

Senator Rouillard: Okay. So change it to the Department of World Languages and Cultures.

Unknown Speaker: I am not sure what you are saying.

Senator Rouillard: I am sorry.

President Thompson: As amended.

Senator Rouillard: Thank you. Is there a *second*? Is there any discussion?

Senator Krantz: There's one other typo.

Senator Rouillard: Where?

Senator Krantz: The third "*Whereas*," it should be "endorse"—take off the "d."

Senator Rouillard: Thank you.

Senator Maloney: The third line.

Senator Rouillard: Down here should be "Literatures" as well. Is there anything else? Is there any other discussion? All those in favor for this resolution, please signify by saying, "aye." Any opposed? Any abstentions? ***Resolution Passed.***

President Thompson: All right. So this is the last item on our agenda today, but before we wrap- up and adjourn, is there any good news or announcements you want to tell us? Yes, Senator White. I can always count on Senator White to be "positive."

Senator White: Next week we are celebrating our centennial. Wednesday night is calculus and musical, the history of calculus. Also, we are working with the Department of Women and Gender Studies to put up poster presentations by students about women in STEM fields. The first show is at 6:30 pm. on Wednesday night. It will be about Marie Curie. It will be fantastic and you will see all ads coming out shortly. So sign up and register so we will have you on the books.

Senator Krantz: I have an issue to bring up. This is an observation and no question, it came from Dr. Cockrell's discussion. About three years ago we had quite a bit of work with ALICE from the UT Police Department. Since then I noticed that I don't know if there's anything going on actively from them and I also noticed that most instructors don't even discuss this anymore. I also want to make a point, within the first two weeks of the semester of walking through everything with my classes and I said "this might save your life," and especially, considering we had one more shooting. The question is, is there a way to use Faculty Senate to be an advocate for participation by faculty and also encourage the police department to be openly soliciting students to participate?

President Thompson: That is great. I don't know if you noticed that my...is prevention...I know we got Dr. Kovach that is even more an expert of threat assessment, which is something we really need to discuss. I see all the time that there is ALICE training.... In term of the student piece, I think it is really important in terms of making sure that there's training for students that is involved—you have faculty coming and going all the time. So we can look at issues of doing practice in terms of actually practicing to respond to an event. I think there are a lot of things that

we should be able to consider. I don't know, Dr. Kovach if you have anything you might want to add.

Senator Kovach: I think there are a lot of institutions that are going with a video, and that might be a good way to go for our students to learn about ALICE. There are a lot of excellent streamed videos out there. As President Thompson mentioned, there are tons of sessions, but my concern is not just that because what happens is we have to resort to ALICE if prevention efforts fail. My concern sort of piggy-backs on the question about the Counseling Center and the backup with that; also with the Rocket Care Portal should come training for faculty...as in what are those behaviors of concern. We have a sheet, which is great, but there is no real information if you have an immediate need such as how would you respond right then and there. So crisis training can be really critical.

President Thompson: So that is what we brought up earlier in terms of how...it is kind of public health, right? But I was never trained how to respond to a student who had a crisis in my office, right? I mean, we wing it. What if you don't know how to do that and perform a wellness check? I had a student in my office the other day that was clearly in crisis. Do I send them to the Counseling Center? What if they tell me they are suicidal? What is our liability? Many faculty don't have any idea of that, so that is why at the executive board we kind of talk about the Counseling Center in trying to see who can offer something, and not only for faculty. I can tell you that I teach a graduate teaching class right now and they are very concerned. We put our TA's in situations where they have no idea how to respond to the issues. I think we can do better in terms of offering those kinds of programs, but that is just me speaking myself. I am very open in getting comments in terms of what we can do to maybe offer some steps in training. The other thing I would say and it is just my opinion since we have the Rocket Care Portal—I really ask you to look at if you are having those contacts with students that you do enter them in the portal because unless you do, there is no paper trail and there is no way to see if “Johnny” is in your class or your class and there's this pattern of behavior. When we see a lot of the mass shootings that are occurring, that is the step that we miss that if there's an often history of those types of things. I think your point is very important and I appreciate you bringing it up.

Senator Maloney: I just want to say that there is one group that gets this training – they are the resident advisors. Maybe we can figure out who trains them and then that group can train us.

Senator Menezes: I'm trying to understand what the university... Are there any crisis programs for opioids?

President Thompson: Sure. I can only speak about this because I know enough to get myself in “danger”. There have been some changes that have not been brought to Senate. There's been some movement, the alcohol and drug program have actually been aligned with the Rocket Wellness and the Rocket Wellness has actually moved the staff position over to student wellness. This is the first time that we've seen this happen, which is great news. We are really focusing

more on prevention. One of things that you are going see coming out in the near future is kind of a student assessment of drug and alcohol abuse on campus. We are trying to see to what extent opioids is a big use on campus. If you look at national data, it is talking about 2% that we see in some of the data, so, it is not nearly as what we see in alcohol or marijuana on our campus. Certainly, we need to hear more about that and that was kind of pointed at my question about our Counseling Center in terms of where are we with capacity. I had a student in my office today sharing that she's been trying to get into the Counseling Center and she couldn't get in so they diverted her to a group in a group counseling session. I think it is important that we are looking at those things in terms of our ability to meet the needs of the students. Are there any more questions or comments? All right, may I ask for an adjournment? Meeting adjourned at 6:05 pm.

V. Meeting adjourned at 6:05 p.m.

Respectfully submitted,

Fred Williams
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard
Faculty Senate Administrative Secretary