

**Graduate Council Minutes  
January 24, 2017  
Main Campus, Student Union Room 2582**

Present: Amanda Bryant-Friedrich, Leigh Chiarelott, Michael Dowd, Viviana Ferreira, Rodney Gabel, Bashar Gammoh, Mohamed Samir Hefzy, Jason Huntley, Edward Janak, Andrea Kalinoski, Song-Tao Liu, Jyl Matson, Daryl Moorhead, Douglas Nims, Lori Pakulski, John Plenefisch, Patricia Relue, Jennifer Reynolds, John Bellizi [for Sonmez Sahutoglu], Amal Said, Constance Schall, Barry Scheuermann, Beth Schlemper, Joseph Schmidt, Barbara Schneider, Zahoor Shah, Eric Simpson(GSA), Susan Sochacki, Megan Stewart, Jason Stumbo, Jerry Van Hoy, Richard Welsch, Kandace Williams.

Absent: Frank Calzonetti, Huey-Shys Chen, David Jex, Joseph Margiotta, Madeline Muntersjborn.

Excused: Ben Davis, Anand Kunnathur, Marcia McInerney, Geoffrey Rapp, Youssef Sari.

Guests: None.

***Call to Order, Roll Call, and Approval of Minutes***

The meeting was called to order and the roll called. The Minutes of the Graduate Council meetings of November 15, 2016 and November 29, 2016 were approved.

***Executive Reports***

Report of the Executive Committee of the Graduate Council

On behalf of Graduate Council, Chair, Dr. Connie Schall reported that Dr. Susan Sochacki has agreed to serve as a representative from GC to the Provost's office regarding conversion from a 16-week semester calendar to a 15-week semester calendar, particularly for professional programs.

The GCEC discussed the effects of the semester conversion to 15-weeks between fall and spring semesters and the effect of the resulting longer intersession on graduate student paychecks. It appears that currently students on separate GAPA's for fall and spring semesters can have pay days omitted during intersession (same total semester pay but condensed over fewer pay periods) depending on their department / college and the GAPA start and stop dates. It is up to the department to ensure no missed paychecks.

The program review committee will give a report at our next meeting, February 7<sup>th</sup> from GC review of last academic year's programs. GCEC has invited representatives from the Provost's Office to discuss program review on February 7<sup>th</sup> or 21<sup>st</sup>.

Report of the Graduate Student Association

Mr. Eric Simpson, President of the Graduate Student Association (GSA) reported the GSA met with the Graduate Student Affairs Committee on January 5th to select the recipients of the GSA Graduate Student Research Award. Recipient awards are posted on the GSA website and listed below:

Emily Fishman

Doctoral Program in NSM/Biological Sciences

Title: The Sperm's Remodeled Distal Centriole and its Role in Embryo Development

Major Advisor: Tomer Avidor-Reiss, Ph.D.

Amount requested and funded: \$1950.00

Stacie Dubin

Master's Program in HH/Industrial Hygiene

Title: Characterizing Noise Levels in Nursing Homes  
Major Advisor: April Ames, Ph.D., CIH  
Amount requested and funded: \$1950.00

Jessica Susser  
Master's program in NSM/Department of Environmental Sciences  
Title: The potential to reduce phosphorus runoff into Lake Erie from farm fields by stimulating soil microbes and insects with carbon and sodium  
Major Advisor: Michael Weintraub, Ph.D.  
Amount requested and funded: \$1743.00

Fawn Caplandies  
Doctoral Program in Arts & Letters/Experimental Psychology  
Title: Examining the Role of the Biopsychosocial Model of Threat and Challenge on Coping Strategies  
Major Advisor: Andrew L. Geers, Ph.D.  
Amount requested and funded: \$1992.00

Saloni Daftardar  
Master's program in COPI/Pharmacy Practice-Industrial Pharmacy  
Title: Ultrasound-Mediated Transdermal Delivery of Econazole Nitrate for Treating Raynaud's phenomenon  
Major Advisor: Sai HS. Boddu, Ph.D.  
Amount requested and funded: \$2000.00

Bander Alotaibi  
Doctoral program in JHCO/Curriculum Instruction- Special Education  
Title: Rural, Urban, and Small Town/Suburban Parents' Satisfaction Toward Special Education Services for Young Children with Disabilities in Northwest Ohio  
Major Advisor: Richard Welsch, Ph.D.  
Amount requested and funded: \$559.00

On January 18, 2017, the GSA held its second MGRS steering committee and coordinators provided updates on their respective progress. As a reminder, the GSA website has the applications for participants, judges, and volunteers active. Faculty or post docs interested in judging should contact the GSA or Mr. Eric Simpson.

The special election for the GSA Communication Specialist Position ended at midnight on January 18, 2017. Mr. Mitchell Haines from the College of Medicine and Life Sciences received the most votes and will serve as the new Communication Specialist for the remainder of the Spring 2017 Semester.

Dr. Mike Dowd asked if the GSA would present a year end summary including budget allocations. Mr. Simpson indicated that a summary presented to the GSA General Assembly can also be presented at Graduate Council.

#### Report of the Dean of the College of Graduate Studies

Dr. Amanda Bryant-Friedrich, Dean of the College of Graduate Studies provided the following updates:

- *TOEFL/IELTS*  
COGS will begin to accept IELTS test effective immediately with 6.5 the minimum score required for graduate admission. Adding IELTS as a test option provides an increased opportunity for applicants. Consideration is being given to including a third test option, Pearson's, PTE. We have started to receive scores from these organizations and some reports of corruption in the reporting of TOEFL scores.

As a result of corruption in the reporting of TOEFL scores many changes have taken place to ensure security for all testing services. The Council of Graduate Schools discussed corruption of test scores across carriers.

Dr. Mike Dowd asked if changes in accepted language testing will be brought to Graduate Council for endorsement. Dean Bryant-Friedrich replied that since there is a discussion of raising TOEFL at UG level, which includes UT's American Language Institute, she would like to do more research before bringing to the Council.

Dr. Jason Huntley suggested a table of comparable test scores be provided to the graduate faculty.

Dr. Leigh Chiarelott suggested further discussion for the development of a graduate level policy addressing whether admission is permissible in instances of cheating. For instance, if a student cheated, retake the test and is then admitted.

Dean Bryant-Friedrich suggested first reviewing testing service statements on this issue. Graduate Council can help develop a policy because we don't want to condone this type of behavior.

○ *Request for Proposals for New Graduate Programs*

An announcement is forthcoming for a RFP for new graduate programs. We currently have 160 programs with varying performance levels. The Provost's office has requested a review of programs that have low enrollment to assess their program offerings with consideration given to resources and determine which programs they offer well. Perhaps there are programs that can be combined or delivered differently. Others can be developed as bachelor's to master's pipelines, which is a mandate from the President. The RFP will focus on innovation so that programs are attractive to students that we want to recruit.

**Pipeline Programs**

View pipeline development from several perspectives

- Bachelor's to master's pipelines that contain a new component
- Bachelor's ripe for a masters programs
- Master's that need an UG pipeline

**Premium Programs**

Premium programs, such as the Executive MBA, that require higher levels of tuition.

Look at programs in this premium tuition category (executive master's and professional science master's) which may workforce sponsored by corporate entities. These are value added programs.

**Interdisciplinary Ph.D. Programs**

Development of programs that use our expertise enhances UT's reputation. Some Ph.D. programs with low enrollment could be strengthened by making them interdisciplinary.

**Certificates**

Certificates can be stand-alone or embedded into programs.

Who can actually submit applications? Faculty, staff and students. The scope is broad, however, the proposal must be sponsored by graduate faculty with full membership. COGS is working on a form for submission. The call will be out for a few months to allow time to conceptualize and create a graduate program. It takes time. Programs will be reviewed by the Council of Associate Deans.

Discussion:

Dr. Patty Relue asked whether this review will be separate from the GC Curriculum Committee's review.

Dean Bryant-Friedrich replied yes. She indicated that the University is receiving information from the State on duplication of programs, mostly at the undergraduate level, but some at the graduate level. There are duplications with BGSU, which are being questioned along with low enrollment. Dr. Relue asked for guidance on certificates, double-dipping at the master's/Ph.D. levels. Support will be given by COGS to facilitate and provide support. If your proposal is selected, it takes up to 2 years to go through internal and state process.

Dean Bryant-Friedrich responded that COGS will review state guidelines with whomever is interested.

Dr. Dowd questioned whether the state has defined low enrollment?

Dean Bryant-Friedrich said that she has not been informed.

Dr. Jyl Matson expressed concern about adding new graduate programs considering that there are 160 already. We should look at where we are we best situated to address the needs of our students.

Dean Bryant-Friedrich said that when proposing an interdisciplinary Ph.D. program, you can look at whether the traditional Ph.D. should be kept and determine where you want to use your time. Dr. Mohamed Hefzy pointed out that the Ph.D. in Biomedical Engineering is joint effort between the College of Medicine and the College of Engineering. Dr. Kandace Williams also pointed out that the four tracks within in biomedical sciences are interdisciplinary.

Dr. Dowd stated that that curricular authority resides with the Graduate Council. Dean Bryant-Friedrich explained that the review is an additional review by the Associate Deans. She also stressed that in the case of pipeline programs, there are already established bachelor's and master's program. She pointed out that establishing premium tuition programs will require financial analysis and COGS will be glad to facilitate that process.

- *Associate Dean for Academic and Student Affairs, College of Graduate Studies*  
This is a full-time position that has been expanded to include student affairs along with academic affairs. It is an internal search tapping the talent at UT. The position includes:
  - Development of new pipeline programs and relationship-building.
  - Build collaborations outside of UT.
  - Involved in the establishment of a new student and faculty orientation for COGS.
  - Strong interest in diversity and inclusion.
  - Understand facilitating the life and academic progress of graduate students.
  - Work closely with the office of the Dean of Students.
  - Have a terminal degree.
  - Demonstrated record of student-centeredness and inclusiveness.

The timeline will be determined but is expected to be posted this spring. There is currently a search for a Vice Provost for Academic Affairs in the Provost's Office, and Dean Bryant-Friedrich is serving on this search committee. This position should support graduate education.

- *Policy Review*  
The Provost has mandated review three specific policies. Academic Grievance Policy, which is under active revision, Academic Dishonesty and FERPA. A lot of policies are on the books at the undergraduate level only, so policies are needed at the graduate level.

### ***Information and Discussion Items***

#### Update on Institutional Learning Objectives

As the Graduate Council representative on the ad hoc committee (along with Dr. Zahoor Shah) for Institutional Learning Objectives, Dr. Viviana Ferreira for reported the following:

The first meeting for the ISLO committee was Oct. 24, 2016. A survey was developed and was put online for the entire University to access between December 9, 2016 and January 13, 2017, with a total of 1,968 submissions: 384 from faculty, 488 from staff, 698 from undergraduate students and 335 from graduate or professional students. The committee met on January 20th to discuss the overall outcomes and discuss next steps. Given the high volume of comments received, it was decided that additional review would be necessary, dividing the comments by category (faculty, staff, grad students and UG students) to analyze them separately, to see if any themes or recurring ideas emerge. Small work groups were developed to look at each area. The next meeting to discuss the survey results will be February 2<sup>nd</sup>.

It was informed during the meeting that the actual learning outcomes will not be directly in the Strategic Plan, but will be cited as an appendix. This will give the committee more time to refine the outcomes.

Copies of the survey results are available upon request by contacting Dr. Ferreira at Viviana.Ferreira@utoledo.edu.

Dr. Ferreira reviewed the following draft summary prepared by the ad hoc ISLOs Committee that was distributed to GC.

#### DRAFT Institutional Student Learning Outcomes (ISLOs)

Prepared by the Ad hoc ISLOs Committee (GC Reps: Viviana Ferreira and Zahoor Shah)

Version: December, 2016

##### Knowledge

At each degree level, every student should demonstrate proficiency in using both broad, integrative knowledge (1A) and specialized knowledge (1B) from at least one field. Both should be pursued from first to final year, providing opportunities for integration across fields and application to complex problems – in the student's area of emphasis, in out-of-school settings and in civil society.

##### A. Broad and Integrative Knowledge

Key areas include the sciences, social sciences, humanities, arts, and global, intercultural and democratic learning.

Examples: Learn key concepts and methods of inquiry; Examine significant debates and questions; Make evidence-based arguments.

##### B. Specialized Knowledge

Students demonstrate depth of knowledge in a field and produce field-appropriate applications, drawing on both major field and other fields.

Examples: Discipline and field-specific knowledge; Purposes, methods and limitations of field; Applied skills in field; Integrative skills and methods that draw from multiple fields and disciplines.

##### Intellectual Skills

Students hone and integrate intellectual skills across the curriculum, applying those skills to both (1) complex challenges within major fields and (2) broad, integrative problem-solving challenges in general education and in civic, global and applied learning.

Examples: Analytic inquiry; Use of information resources; Demonstrate skills needed for lifelong learning; Engaging diverse perspectives; Ethical reasoning; Quantitative fluency; Communication

fluency.

#### Civic and Global Learning

Students acquire knowledge required for responsible citizenship, both from their formal studies and from community-based learning, and demonstrate their ability to integrate both forms of learning in analyzing and addressing significant public problems and questions, both in civic and global contexts. Civic learning may be demonstrated through research, community outreach, collaborative projects and/or field-based assignments.

Examples: Demonstrate integration of knowledge; Display ability to collaborate; Demonstrate knowledge of responsible citizenship in a global society; Work with and incorporate diverse views.

#### Applied and Collaborative Learning

Students demonstrate their ability to integrate and apply their learning in complex projects and assignments, including collaborative efforts, which may include research, projects, practicums, internships, work assignments, performances and creative tasks.

Examples: Demonstrate integration of knowledge; Display ability to collaborate; Demonstrate knowledge of responsible citizenship in a global society; Work with and incorporate diverse views.

#### Conversion to 15-Week Semester

Dr. Susan Sochacki reported that the Calendar Transition Team, seated with faculty representatives from a number of colleges and programs, met on January 19, 2017 to discuss potential issues associated with the 15-week semester conversion.

There was much discussion about the proposed block schedule being insufficient to provide needed slots for several programs. The Registrar and Provost's office continues to refine the block schedule to increase the number of "slots" for programs with large numbers of students. Associate Deans and admissions representatives have met to have similar discussions. Because of the clinical component in each of the nursing programs, the CON has been working on a schedule for the nursing major courses.

Below is a schedule to be implemented summer 2017.

**University of Toledo**  
**College of Nursing Academic Calendar**  
**Fifteen-week semester conversion**

*Undergraduate and Graduate Programs*

*\*UT-WSU MSN-DNP program will follow the schedule as noted below*

**Summer Semester (2017-18)**

First day of summer term	Monday, 5/8
Last day of summer term	Friday, 8/18
Exam Week	M-F, 8/14-18

**Fall Semester (2017-18)**

First day of fall term	Monday, 8/28
Fall Break	2 days
Last day of fall term	Friday, 12/15
Exam Week	M-F, 12/11-15

*\*UT-WSU MSN-DNP*

First day of fall term	Monday, 8/28
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Last day of fall term	Saturday, 12/9
<b><u>Spring Semester (2018-19)</u></b>	
First day of spring term	Monday, 1/8
Spring Break	M-F, 3/5-9
Last day of spring term	Friday, 4/27
Exam Week	M-F, 4/23-4/27
<i>*UT-WSU MSN-DNP</i>	
First day of spring term	Monday, 1/8
Spring Break	M-F, 2/26-3/2 (WSU) M-F, 3/5-3/9 (UT)
Last day of spring term	Saturday, 4/21
<b><u>Summer Semester (2018-19)</u></b>	
First day of summer term	Monday, 5/7
Last day of summer term	Friday, 8/17
Exam Week	M-F, 8/13-17
<b><u>Holidays</u></b>	
Dr. Martin Luther King Jr. 1/15/17	Labor Day 9/4/17; 9/3/18
Memorial Day 5/29/17; 5/28/18	Veterans Day 11/10/17
Independence Day 7/4/17; 7/4/18	Thanksgiving 11/22-24

Discussion:

Dr. Sochacki indicated that scheduler meetings are taking place. It appears that most day classes may start at 9:00 a.m., but it may be feasible to start earlier. She pointed out that Nursing complies with a required number of hours and has a lot of one week, 3-4 hour classes and has made scheduling within a 15-semester work, so it is possible. You have to think differently.

Dr. Jason Huntley asked whether the MD program in the College of Medicine would follow an alternate schedule. Dr. Kandace Williams replied that medical students are on a different schedule. She is not yet certain about the schedule for graduate students in her college.

Dean Bryant-Friedrich added that there will be some schedule refining and that is hopeful that the full schedule will be available to review in March.

***Standing Committee Reports***

Report of the Curriculum Committee

On behalf of the Graduate Council Curriculum Committee (GCCC), Chair Dr. Patricia Relue reported that the GCCC reviewed and approved the following curriculum. Council approved unanimously.

#	Type of Proposal	Coll.	Dept.	Proposal Name	Course No.	Summary of proposal
1	PRR	PH	Pharmacy Practice	MSPS in Industrial Pharmacy	NA	1. PPHR 6860 (2 cr hr) and Elective (2-4 cr hr) replacing PPHR 5680 (2 cr hr) and PPHR 6850 (2 cr hr); 2. CHEM 6300 (4 cr hr) replacing CHEM 6310 (3 cr hr) and CHEM 6350 (1 cr hr); 3. MBC 5100 (1 cr hr) replacing PPHR 5681 (1 cr hr); 4. PPHR 6950 (1 cr hr seminar) reduced from 2 to 1 semesters; 5. thesis research toward degree changed from 6 to 6-8 cr hr; 6. PPHR 5690 (3 cr hr) removed from required courses. Minimum cr hr for degree decreased from 34 to 30.
2	ECM	PH	Pharmacy Practice	Product Development Laboratory	PHPR 6850	Reduction in cr hr from 3 to 2.
3	ECM	PH	Medicinal and Biological Chemistry	Ethical Conduct of Research	MBC 5100	Change in title from Practices in Pharmaceutical Research to Ethical Conduct of Research. Content has changed; course satisfies NIH requirements for training in ethical conduct.
4	ECM	PH	Medicinal and Biological Chemistry	Biomedical Chemistry Laboratory I	MBC 6300	Reduction in cr hr from 4 to 1. Lab rotation, less time committed to same purpose.
5	ECM	PH	Medicinal and Biological Chemistry	Biomedical Chemistry Laboratory II	MBC 6310	Reduction in cr hr from 4 to 3. Lab rotation, less time committed to same purpose.
6	ECM	PH	Medicinal and Biological Chemistry	Ethical Conduct of Research	MBC 7100	See MBC 5100.
7	ECM	PH	Medicinal and Biological Chemistry	Biomedical Chemistry Laboratory I	MBC 8300	See MBC 6300.
8	ECM	PH	Medicinal and Biological Chemistry	Biomedical Chemistry Laboratory II	MBC 8310	See MBC 6310.
9	ECM	PH	Pharmacy Practice	Topics in Internal Medicine	PHPR 6400	Change in title from Advanced Pharmacotherapy to Topics in Internal Medicine.

**Old Business**

None.

**New Business**

Dr. Joseph Schmidt announced Saturday morning science program and welcomed all to attend and share with their students. There are posters online and around campus.

**Adjournment**

There being no further business, the Council adjourned at 1:25 p.m.