

**THE UNIVERSITY OF TOLEDO**  
**Minutes of the Faculty Senate Meeting of December 03, 2019**  
**FACULTY SENATE**  
<http://www.utoledo.edu/facsenate>

Approved @ FS on 1/21/2020

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**Summary of Discussion**

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**Note:** The taped recording of this meeting is available in the Faculty Senate office or in the University Archives.

**President Brakel:** Welcome to our eighth Faculty Senate meeting in the Fall semester. At this time I will ask our Secretary, Mark Templin to call the roll.

**Present:** Anderson, Bailey, Barnes, Bigioni, Brakel, Bruce, Case, Chou, Coulter-Harris, Dinnebeil, Dowd, Duggan, Edgington, Ferris, Frank, Garcia-Mata, Gibbs, Giovannucci, Gregory, Hall, Hammersley, Harmych, Hefzy, Insch, Kistner, Koch, Lammon, Lee, Lundquist, Modyanov, Molitor, Oberlander, Ohlinger, Phillips, Reeves, Rouillard, Sheldon, Steven, Templin, Thompson-Casado, Tiwari, Wedding, Weldy, Zhang

**Excused Absence:** Compora, Gray, Heberle, Jayatissa, Longsdorf, Maloney, Niamat, Nigem, Pakulski,  
**Unexcused Absence:** De le Serna, Lecka-Czernik, Menezes, Murphy, Park, Ratnam, Roseman, Schlageter, Schroder, Stepkowski, Taylor, Welsch

**President Brakel:** Do we have a quorum?

**Senator Templin:** Yes.

**President Brakel:** Okay. You have before you today's agenda. So I'll entertain a motion to adopt today's agenda.

**Senator Hall:** So moved.

**Senator Dowd:** Second.

**President Brakel:** All in favor say, 'aye.' Any opposed? Any abstentions? ***Adoption of Agenda Passed.***

We were trying to get the Minutes out today, but we are still working on the last little bit, so we don't have those ready from our last meeting. That brings us to our ***Faculty Senate Executive Report:*** As you will recall from our last Faculty Senate meeting, we rejected the faculty workload policy. My focus the following day was to begin to find a path forward regarding this policy. I spent time looking at the workload policies at other Ohio public universities and felt that the workload policy from Kent State University, shown here on the screen, might be a good starting point as it highly reflected our current practice and could be adapted easily. I ran this by Academic Regulations Chair Don Wedding and then we discussed it at the Faculty Senate Executive Committee meeting on November 22. We then met with President Gaber at that same meeting and recommended the Kent State policy be looked at as a path forward.

On November 20, I attended the Provost's staff and Dean's meeting. During this meeting, a presentation concerning textbook inclusive access was given. You will hear more about this in today's meeting from Vice-Provost Bill Ayres and Jamie Fager.

Also at the Provost's meeting, we heard about the Office of Student Affairs plan to have all students engaged in "experiential learning" to be cleared by the Dean of Students Office for Student Conduct issues. Experiential learning covers everything from co-ops, internships, student teaching, field experiences, clinical experiences, and so on. The Faculty Senate Executive Committee discussed this and have several concerns about how this will be implemented. Specifically, while we recognize the university needs to address matters related to risk management and university reputation, we have concerns related to that office's ability to handle the volume of clearing the large number of students each semester for the many experiential learning experiences across the university and the faculty responsibilities in seeing that these students have been cleared. These concerns were raised with President Gaber during her meeting with the full Executive Committee on November 22.

The Executive Committee also discussed today's meeting agenda. Today's agenda is light because of a scheduling conflict with President Gaber's reception for university leaders which prevented presentations on a couple of matters. We will get these on our meetings early in the Spring semester. That said, we needed to meet today so that we can approve some curriculum matters.

We are still waiting to hear from the Office of Legal Affairs regarding the revision of the Faculty Senate Constitution and continue to push for a response. This matter will be included in my report at the upcoming Board of Trustees meeting on December 16<sup>th</sup>.

I attended the meeting concerning the Scantron machine's potential elimination on November 21<sup>st</sup>. Currently, the Scantron operation is located in the Print Shop which will be closing in Spring 2020. The current discussion has focused on relocating the Scantron operation back to Carlson Library under the auspices of the IT department as a short-term measure. We are continuing to look at other alternatives to Scantron such as Akindi, ZipGrade, and so on. If you have experiences with alternatives to Scantron, please share those with me. That concludes my Executive Committee report.

First off, before I open up for questions is there anything from the rest of the Executive Committee members that you would like to add to the report? Hearing none. I saw two questions.

**Senator Hefzy:** You mentioned the Print Shop will be closing in spring 2020. Will it close in the middle of spring 2020 or at the end of spring 2020?

**President Brakel:** My understanding is that it is at the end of spring 2020.

**Senator Hefzy:** Thank you.

**President Brakel:** And the University is offering the opportunity for any of those current union employees that other positions that might be open they can go head at this time and move into those present positions. So that staff may be scaling back as the semester builds.

**Senator Hefzy:** Thank you.

**Senator Dowd:** Was it the Dean of Students with the issue of experiential learning?

**President Brakel:** Yes.

**Senator Dowd:** So what role exactly would they be playing in any form of experiential learning?

**President Brakel:** The proposal is that any student that would be going out for any sort of experiential learning off campus, any sort of work related type of thing, their name would have to go up to the Dean of Student's Office and then they will be checked against student conduct issues that might be in their

system. That information will then go back to either the college of that program and then that entity would have to make a decision whether that student would then be allowed to go on into that learning experience.

**Senator Dowd:** So do the Dean of Students have any say on whether the student can actually go out and participate in whatever actions or does that authority still rests with the Provost Office or a dean's office? I guess what I am saying is, is the Dean of Students simply reporting information? They are not making any sort of recommendation are they?

**President Brakel:** At this present time the way it is being stated, yes; we would have to send all those names there and then back.

**Senator Dowd:** So the Dean of Students is not making any sort of recommendations, they are simply reporting back whether---?

**President Brakel:** That is the proposal in a nutshell.

**Senator Dowd:** So is this an issue where a student is being accused or has been accused of some behavioral issues? Or they have already gone through a formal hearing and has been found responsible for some behavioral issues?

**President Brakel:** That is a question we don't know yet.

**Senator Dowd:** Just because a student may be accused it does not mean they are guilty yet or maybe not at all. I hope they are going to exercise some prudence here.

**President Brakel:** I believe they will.

**Senator Dowd:** Please report back to the Senate when you get more information.

**President Brakel:** I will. And I know there are some concerns from various deans, although my perception was there was not as much push back at this meeting as there was at the earlier meeting back late summer.

**Senator Dowd:** But the overall, has there been some issue that has prompted the need for the Dean of Students to basically police every single application for experiential learning?

**President Brakel:** My understanding is that this has been considered a best practice being done at other institutions.

**Senator Dowd:** Okay.

**Senator Barnes:** Question about the workload policy review. Can you explain why this is happening? Isn't the workload negotiated between administration and the union?

**President Brakel:** Yes I can explain it. There are two factors that influence this as to why the university has to have a policy. The first one is that state law requires the university to have an actual policy regarding faculty workload, and so that is the first issue.

**Senator Barnes:** And the contract isn't that?

**President Brakel:** Correct. And then the other, there is a Board of Trustees resolution from 2006 that also requires the university to have a workload policy.

**Senator Barnes:** Thank you.

**Senator Insch:** So experiential learning, just to get the vocabulary right because I am not sure what it means, includes internships as well?

**President Brakel:** Yes. That is what I am saying, clinicals and everything right now.

**Past-President Rouillard:** I can understand why one might want to do this, but some of this is going to be duplication of work. Students who go out and student teach already have background checks. Does the Dean of Students' Office have the personnel to handle this? Are they going to promise a certain turnaround? When students register now for spring, is the Dean of Students' Office going to have time to do the vetting they want to do so that these students can register at a timely basis to start the course?

**President Brakel:** That is what they are reporting. That is not what I believe and at least the rest of the Executive Committee, because you weren't at the meeting that time, believes that could happen.

**Senator Gregory:** So in terms of process, let's say I am imagining like a study of broad scenario where the students on the study abroad experience go through this process and they are vetted and it turns out that one of them had some incident in the past that was resolved, but it makes some people a little nervous about that student's ability to conduct themselves properly while on the abroad experience. At that point maybe the student is already registered for the class. So in terms of timeline and process, who tells that student that they should withdraw from the study abroad class? Who makes sure that the student's money gets refunded? I mean, I assume if lots of universities are doing this then there are best practices for managing it. It is just that I will feel more comfortable if I knew how the process would work.

**President Brakel:** That is what we are saying when we are talking about faculty responsibilities and how this is really carried out.

**Past-President Rouillard:** President Brakel, could we perhaps ask Dr. Cockrell to come and talk about this?

**President Brakel:** That was put on the agenda, but because of the conflict with the President's reception we couldn't work that out.

**Past-President Rouillard:** Okay. Thank you.

**Senator Anderson:** You mentioned also they will be checking what liability that the university would incur.

**President Brakel:** Well, I used the term 'risk management'- they just want to make sure that if a student is going out into whatever it is that there is not going to be any potential blowback to the university.

**Senator Anderson:** And basically liability issues?

**President Brakel:** It could be liability or it could be just the reputation of 'oh, you placed this person here, didn't you know about this?'

**Assistant Dean Pollauf:** Is there any consensus about what rises to the level of a concern or offense? I am assuming it's been demonstrated to be an offense that would cause a student to be asked to remove themselves from an internship, study abroad, or other kind of program?

**President Brakel:** I don't think that there's concrete guidelines coming from the Dean of Students' Office. There would be perhaps a concrete guideline related to specific programs, for example I know that

student teaching that there are certain things that would prevent a student from student teaching. I am sure that is the case for Medicine and other areas as well.

**Senator Hall:** So this would apply to all clinical rotations or internships?

**President Brakel:** That was the understanding.

**Senator Hall:** So in terms of how much work this would necessitate, I am a little bit concerned about the timeline of the process occurring quickly enough because we have students going out on nine rotations each over a year. I could just imagine this would be stuck someplace in the university, and that is getting into problems with getting the students out on their rotations which is an essential part of the program.

**President Brakel:** Right. I totally agree with you; we agree with you; we will see where this go.

**Senator Insch:** I don't want to prolong this because there is nothing really we can do about it right now. It would be nice to know some examples of what they are trying to prevent. It seems like we are creating a bureaucratic nightmare to prevent a potential problem that hasn't happened anywhere, it just it could happen. We can spend our lives worried about 'would've, could've, and should've,' I mean, you know. I would like some examples of an adult that happens to go to the University of Toledo that created this huge problem for the university because they went on an internship and did something 'stupid.' I am really curious of what they are trying to cover here. More than one concrete example would be nice.

**President Brakel:** Right. I understand.

**Senator Dowd:** I think what Assistant Dean Pollauf was talking about when you speak with Dr. Cockrell, please ask him to come prepared with what really is 'naughty and nice' because this is very important. If you have an undergraduate student who just makes a mistake and they don't do it again, are they going to hold that on their personal record forever? I mean, there are mistakes and then there are really bad mistakes. This is going to be a qualitative assessment on each and every possible offense. Someone is going to have to make that call, but because it impacts an educational endeavor it has to be someone with faculty status. It can't be anyone in the Dean of Students' Office. The fundamental issue is whether they are going to disqualify someone from an academic action, and the Dean of Students doesn't have jurisdiction for that.

**President Brakel:** Thank you, Senator Dowd.

**Senator Anderson:** Just a comment. If somebody is excluded from like an internship work experience, won't that preclude them from ever getting a job from that area that they are studying for?

**Senator Dowd:** Could be.

**President Brakel:** I agree with you. So there are still lots of issues that I know are being looked at. Questions are being fed from the Dean's Office to that office. I am just making you aware of it right now. We will continue to voice the concerns moving forward.

**Senator Weldy:** It seems like this process ought to happen way earlier. If there is an event that occurs that might impact them for an internship or something like that two years down the road, that ought to be addressed at that point. If the student does not qualify for that internship, it ought to be done two years prior to that and there should be appeal processes etc.

**President Brakel:** Right. Thank you.

**Senator Wedding:** I got to get my ‘two cents’ in. To me, this whole thing has to do with due process. I find that I see policy after policy which I am living on a daily, if not weekly basis. Due process is really fading on this campus quick. If you are going to go after the students as you are doing, number one, what are you looking for, how are you going to go about looking for it, and what are you going to do with it after you find it? I don’t even know how you define the process itself, which is what we have been talking about. But the offenses, I mean, there’s got to be a definite list of offenses that these poor students could have committed sometime in their lives before they got here or while they are here. But it all has to do with due process, and I am telling you, we are having due process questions all over this campus as you well know and others here do.

**President Brakel:** Thank you. I do need to move on because we have a couple of guests here that have some other appointments. So, with Senate’s indulgence right now I would like to skip down to the ‘Inclusive Access.’

**Vice Provost Ayres:** Thank you, President Brakel. Good afternoon. We just wanted to come talk briefly about inclusive access textbook options. This is something that has been going on campus for a while, but we are working to develop a better process and a better infrastructure for support for those departments and those colleges that decide that this is something they want to pursue. Briefly speaking, inclusive access is a digital model that provides materials to students as opposed to the students going to the bookstore individually buying a textbook or perhaps buying an access code. An inclusive access model negotiates what the materials will be up front with the publisher, with the bookstore at a substantially discounted rate and then attaches the cost of that to the course as essentially a course fee. So when the student register for the course, the fee is assessed and when the student pays their bill to the university, the fee is paid and the students get access to those materials on the first day of class or even earlier if the faculty opens up the class earlier than that. So this has been going on for a while. In the College of Business and the College of Natural Science and Mathematics, a number of courses have adopted this. It’s been a little kind of ‘catch as catch-can.’ Math started out with it a few years ago and it’s been sort of building out from there. So what we are trying to do today is simply talk a little bit about the infrastructure that we are building to support this. It is not the best model for all classes by any means. It is a model. It is one of a lot of possible tools to give our students access to high quality materials for courses at substantially lower costs. It is one of the things that we’ve been looking at for a while. Of course the state of Ohio is very interested in lowering textbook cost for students and this is one way to do it among many.

So just a little bit about the structure that we are setting up here. We are trying to make sure there is a clear set of rules of the road so everybody knows how it works and it becomes much easier rather than individual faculty or departments having to figure things out as they go along. So a couple of a basic kind of structural rules that we have adopted: If a department is going to adopt an inclusive access model for a given course, this is all done at the discretion of the department and of the faculty. So point number one, faculty control decisions over materials – always. If a department decides they want to do this, the inclusive access model then applies to all sections of that course. So, if it is in chemistry and the Department of Chemistry decides to do this for Gen Chem. I, those materials are going to apply to all sections in Gen Chem. I. It obviously works best in departments where you have a lot of collaboration between the faculty if there are multiple sections and multiple faculty teaching. And obviously, if there is only one faculty member it is much easier that way – all you have to do is agree with yourself - and that would be true across all academic terms.

So basically what we’ve done is we’ve built out a process and I am going to have Jamie Fager talk a little about it. But the basic notion is we want to make sure this is being supported and that it got the

appropriate approval so the chair knows about it and approves, the dean knows about it and approves, and we get the information to all the places that it needs to go, in particular to the Finance Office because Finance actually has to program this in to the backside of the system. So, in order to coordinate all of that, Jamie Fager who is known to some of you anyway as the Business Manager for the College of Natural Science and Mathematics. She has been working with this for a while and she has graciously agreed to also serve as the Fiscal Manager for inclusive access textbook affordability. So she is going to be the one kind of wrangling all of this stuff, I am going to let her talk a little about the details.

**Jamie Fager:** I've had the privilege of doing this for three or four years with Math and then it kind of ballooned with other colleges. So currently the College of Business, NSM, Arts & Letters, and Health and Human Services currently are using inclusive access. I expect that to grow. Because it has ballooned to the size that it is I was asked to coordinate since I have been doing it the longest in working with the bookstore on how to make this process more efficient for faculty, for us behind the scenes, and making sure that billing is done appropriately between the bookstore as these fees are charged to our books; and as a past through we have to go back and pay the bookstore who then goes back and pay the publisher.

With that said, in order to have an idea who wants inclusive access, and what they plan on teaching and pricing we created a form to include the effective semester, the book title publisher, the course and possibly the cost if you know up front if it would be used for the students. After that, the department chair would sign, the dean would sign and then it would come to me to coordinate with the bookstore to make sure the bookstore, the publisher, and ourselves are on the same page with the cost and then get finance approval as well. We've already got spring done and closed. We cannot do this for any upcoming courses for spring. But if you plan on doing this for summer or especially fall, please do so now. The sooner the better as we have to coordinate different areas in order to get the fee out there for the students and tied to the course for their review. So the fee form and the procedures plan to be on the Provost website later this week or next week. We just have it in draft form currently to amend if there are any questions, or comments or concerns.

**President Brakel:** Any questions or comments?

**Senator Dowd:** So the first question, I don't know if you know this, exactly what kind of a discount the students are going to get in terms of the cost savings? Do you have any idea?

**Vice Provost Ayres:** The models that we've seen so far is generally a minimum of 50% off and 75% off the lowest price for the textbook.

**Senator Dowd:** Nice.

**Vice Provost Ayres:** So it is substantial savings.

**Senator Dowd:** My next question is if the material is electronic, is there any reason we would have to go through the bookstore? Because the bookstore is going to mark it up at least 25%. And you had mentioned chemistry before, the last time I looked they marked up the chemistry materials by 48%. So, if we get this big cut from the publisher which is great for our students, is there any situation where you wouldn't have to go through the bookstore? Could the access code be emailed directly to the student as an option? Is there any way to avoid the service charge that the bookstore is going to charge?

**Vice Provost Ayres:** I am sympathetic to that point. Our colleagues in Finance are responsible for managing our relationship with the bookstore and the contract that we have with them, so at the moment this falls under that purview. That is literally all that I know.

**Senator Dowd:** Well, this is the comment. Thank you for saving our students money. If you are saving a buck-and-a-half, that is great, but 50-75% at the hundreds of dollars – wow.

**Vice Provost Ayres:** Yes, we've seen \$200.00 textbooks come down to \$87.00. It is a great deal.

**Past-President Rouillard:** That is phenomenal. I just have a couple of questions. You said if faculty open their classes early to students, how early do the students get access to Blackboard?

**Vice Provost Ayres:** The default in Blackboard as I understand it is that the Blackboard site opens for given course on the first day of classes. However, a faculty member can go and open that site earlier if they wish.

**Past-President Rouillard:** Okay, because that would also allow students to see a syllabus and see what books are needed and get them ahead of time.

**Vice Provost Ayres:** That is correct.

**Past-President Rouillard:** And another thing, my understanding is that Bowling Green no longer has a Brick and Mortar bookstore.

**Vice Provost Ayres:** They haven't had one in some time; that is correct.

**Past-President Rouillard:** So perhaps when this contract is over, perhaps we might think about that best practice.

**Vice Provost Ayres:** I think that would be a good conversation between this body and the chief financial officer.

**Past-President Rouillard:** Thank you.

**Senator Bruce:** I am just curious, do students have the ability to opt-out of this?

**Vice Provost Ayres:** Yes they do. In fact, by law they must. There is an opt-out feature. All of this is built in to the registration. When a student register for the course they are told 'this is part of this course; here is what it costs,' and they are given the opt-out choice at that time. If they decide to opt-out later, they can still go back and do that. Very, very few students will do that. Other institutions that have instituted this in a widespread way is less than 1%.

**Senator Bruce:** I am just thinking, I have had students who were married and they shared resources.

**Vice Provost Ayres:** It is possible to opt-out, yes.

**Senator Steven:** I just wanted to get clarification on percentage discount. Are you referring to the discount from the print textbook to the electronic version that they are getting or electronic to electronic?

**Vice Provost Ayres:** So the big discount that they are getting will be from the print version. These are discounted rates, even below what the electronic version would be.

**Senator Steven:** But it is definitely not 70% or 50%?

**Vice Provost Ayres:** No, the percentage wouldn't be as high in that case, but it is still fairly substantial. One of the things we are working on with the opt-out is we want to be able to inform students that if you opt-out and you then go and purchase these materials on your own, here is what the cost would be. We often have that data upfront. There is still a pretty substantial gap.



**Senator Steven:** And just for assistance to people that are thinking about doing this, and I didn't mean to be negative about the point about the discount by the way, but you can work with the textbook company to get them to offer students a deal on the print version of the textbook when setting up inclusive access. We wanted the students to have an option for the print textbook, [so we asked] can you give us a deal on that? And they did give us a great deal.

**Vice Provost Ayres:** Yes, that is often an option. Some publishers would do that, some won't. Some publishers would do a print on demand version so the student already has access to electronic materials. Usually, those are quite inexpensive, maybe \$15-\$20. The student can also get print version if they want to have something physical to carry around.

**Senator Thompson-Casado:** If the student drops the class, do they get a refund for the textbook?

**Vice Provost Ayres:** Provide it they drop it within the 100% refund period, yes.

**Senator Harmych:** I have a question about the opt-out. So this semester we opted-in and we had students who had taken one semester of the course and then had to use the material again in the fall and were charged a fee. When they were told about the opt-out I think they were very confused about it number one, but then it was a paper form that they had to walk up to Rocket Solutions, and the deadline for the turn in date was a Sunday when the office wasn't open.

**Dr. Jamie Fager:** We do not control that form.

**Vice Provost Ayres:** We are working to build the opt-out into the online system so that is less of an issue. The fewer paper forms floating around, the better for everybody.

**Senator Harmych:** So if you can work on that, I appreciate it.

**Vice Provost Ayres:** Yes, that is in the works.

**Assistant Dean Pollauf:** Vice Provost Ayres, did I understand you to say that this then becomes a course fee?

**Vice Provost Ayres:** In effect, yes. It is programed in the system.

**Assistant Dean Pollauf:** So how do Financial Aid treat it because you have a limit on book money if it is institutional aide? Do they apply that limit to this as well?

**Vice Provost Ayres:** I believe that is correct. Gina Roberts would be a better person to direct that question to. That is slightly farther down in the weeds that I am confident in going, but, I believe that is correct. I do know that the student's financial aid package can cover these costs because they are on the student's bill and they are fees like other fees.

**President Brakel:** Any other questions?

**Senator Anderson:** Do you know when the contract with the bookstore is over?

**Vice Provost Ayres:** I do not have the slightest idea; that is way outside my lane.

**Senator Reeves:** Do the students own the books afterwards or the access disappears when the class is over?

**Vice Provost Ayres:** The access disappears when the class is over. Sometimes there is sort of a grace period after that, but it is essentially access for the period of a course.

**Senator Edgington:** Do students have the option to purchase the book afterward? I mean, some books students like to keep or a program would want them to keep going through the program. Is there that option to purchase to keep after the course is done?

**Vice Provost Ayres:** As I said, some publishers will do a physical option that students can opt-in and get a physical copy of the book, which obviously then is theirs—they pay for it and they keep it. Some publishers will do that and some don't.

**President Brakel:** Thank you.

**Vice Provost Ayres:** Thanks, President Brakel.

**President Brakel:** So that brings us to some curriculum items.

**Senator Edgington:** So we have two different sets of courses to bring to you today. The first four are course modifications. These are ones that we discussed at our last meeting. Because of different questions we had about the courses we tabled those. We are bringing them back to you today with new information. And again, these are all courses from the old CTM system that is going to be going out of existence at the end of this month. So first we have CIVE 4680, which is Environmental Law. The last time there was some confusion about what the prerequisite is going to be for that course. So help from Senator Molitor we were able to get some information on that. The prerequisite is now going to be for ENVE Majors only. So what that would mean is that for this course only ENVE Majors would be able to register directly into the class and all other students will have to go through the instructor and get permission to enroll in the course.

The other three courses are the accounting courses. So it is ACC 3100, 3110 and 3210. What is being asked is for these three courses to cross-list them with a 5000 level version of the course. The question the last time was whether or not that was still being allowed by Graduate Council and Graduate College. So I had a long online conversation that involved both the current and the former Graduate Council president, the current curriculum chair for Graduate Council and Associate Dean Cindy Gruden. What they said is that these kind of cross-listings are still being allowed, the two level cross listings. So 3000, 5000, 4000, 6000//4000, 5000 and in some cases 3000, and 6000 are being allowed. What they are trying to eliminate are triple level courses. So, 3000, 5000, 7000//4,000, 6000, and 8000. The rationale they gave me was trying to get courses off the books where doctoral student and undergraduate students are working together. So they are saying to me that these three courses will still be allowed for the cross-listing based on the graduate colleges' rationale.

**Senator Dowd:** I can't see. Are these accounting classes?

**Senator Edgington:** Yes.

**Senator Dowd:** Did the Department of Accounting specify the different course work? Did they specify it in this proposal of how the different work will be designated for undergraduate students vs. graduated students? Did they document this? That is one of the requirements for cross-listing a course.

**Senator Edgington:** Right. So my understanding in the CTM there is not a space I believe to put a new syllabus in there. So I can definitely ask for that and I can definitely make sure that is mentioned to them as a reminder that it needs to happen. But, with the course modification with the old system I don't believe there is a way to add a syllabus to that.

**Senator Dowd:** Is there anyone from accounting here?

**Senator Edgington:** Is there anyone from accounting here that can talk about that?

**Senator Insch:** I can't address that specifically, I am a management guy, but I did talk to the chair. What made this come back was that the course numbers were changed. All of this was already approved before, so she was quite surprised there was a problem because it has gone through Grad Council before and Faculty Senate before, but they had to send it back because they changed the name of the course and they changed the numbers or something. So, this debate about what this is about, this has already been passed. In her mind it is more of a 'I got to put it back through because we changed the course number.'

**Senator Edgington:** Right. Part of that delay on our end was that the Graduate Council didn't approve the new course numbers until late last year.

**Senator Insch:** Right.

**Senator Edgington:** So that held us up. But if that is all it is, it sounds like just a course number change and the content isn't changing so I am assuming that is already there. Any other questions on these four modifications? All right, with no other conversation, this is coming from the committee so I do not need a second. All in favor of the course modifications say, 'aye.' Any opposed? Any abstentions? ***Motion Passed.***

All right, the second set of courses we have then are new courses from our CIM system. So I sent an attachment document to hopefully kind of help you understand how to locate courses in the new system. It is a little different. The big difference is that there is no longer a static page for the course like before when you could put the view button in front and you can click on that and it will go directly to the course. You didn't have to go in and search for those courses. So hopefully that attachment helped. If not, please email me directly and let me know where you got stuck and I can try to modify those for the future.

The eight courses we are looking at today are coming from the Political Science program. And a little bit of context for why we are reviewing those now: The state has given the university permission to restart the Masters of Arts in Public Administration program. But it is contingent on making sure there are students enrolled in the program next fall. So these are all courses, and Professor Taylor correct me if I am wrong, these are all 4000 level course that will be cross-listed with the 5000 level course in the master's program. The 5000 level courses have already been approved by the Graduate Council. What you are approving today are the 4000 level version so these courses can go into the system and students can start to register for the class in spring, and the program can also start to publicize this program to students across the area and beyond. So, we have two new course proposals. The first one is PSC 4480, Introduction to NonProfits. Your course description is "*This course provides an overview of the voluntary sector with an emphasis on the historical, philosophical, and theoretical justifications of the nonprofit sector, voluntary action, and philanthropy. The course will explore the administration and management of nonprofit organizations as well as the impact nonprofit organizations have on public policy.*" The other course is PSC 4380, Fundraising. The course is, "*This course examines the theoretical, practical and ethical issues related to public and nonprofit organizations fundraising. This course will prepare students who plan to work in public and nonprofit organizations to win and manage grants as well as philanthropic donations from multiple sources.*"

And then we have six course modifications: PSC 4320, Urban Policy and Administration. The change here will be "*To short title and catalog description and course will not be repeatable for credit.*" The second modification is PSC 4560, Law and Public Administration. The change will be "*From recitation to seminar. Change to catalog description. Course will not be repeatable for credit.*" The third modification is PSC 4440, Budgeting and Financial Administration. "*The change from lecture to seminar.*"

*Change to catalog description. Course will not be repeatable for credit.”* The fourth modification is PSC 4430, Public Personnel Administration. The change will be “*Change to course title (new title: Human Resources Management in Public and Non Profit Organizations). Change to short title. Change from lecture to seminar. Change to catalog description. Course will not be repeatable for credit.”* Then PSC 4410, Management of Nonprofit Organizations. This will also be “*Change to course title (new title: Public and Nonprofit Management). Change to short title. Change from lecture to seminar. Change to catalog description. Course will not be repeatable for credit.”* Lastly, PSC 4360, Ethics in Public Policy and Administration. This is “*Change from recitation to seminar. Change to catalog description. Course will not be repeatable for credit.”* The other change with these course, which I just realized about a half-an-hour ago, is these course are all going to be eliminating the current prerequisite on the course. I just learned in the system when they do that it doesn’t red-out the old prerequisite. But for all these courses, the current prerequisite, I looked to see all the prerequisites are either Political Science courses so it won’t affect anything outside of that program. Any questions on the eight Political Science courses here today?

**Senator Molitor:** So were the new courses supposed to be seminar as well?

**Senator Edgington:** Yes.

**Senator Molitor:** So why a three credit hour seminar? That seems kind of unusual.

**Prof. Taylor:** That is pretty standard.

**Senator Molitor:** Oh, is that right?

**Senator Edgington:** In Arts and Letters it is pretty standard.

**Senator Molitor:** Okay, thanks.

**Senator Edgington:** Other questions?

**Senator Steven:** One thing I noticed when we’re using this new system is now they have a spot for SLOs where there was not that spot in the old system. So now whenever you do a modification it is also asking for SLOs. Is that something we should be looking at now as well because that is new information?

**Senator Edgington:** So that is something our committee talked about a little bit. I’ve talked with Prof. Taylor about some of the questions we had about the SLOs for these courses. In the past we have not. In the past as a committee we just made sure SLOs were there and if they weren’t, we remarked in that way and asked for SLOs to be added. The question now is are we also going in now to see if SLOs should be modified to be more measurable and so on. That is something that with this new system we need to kind of figure out. So I don’t know if that is something I go through and have the committee talk with them. I mean, the new system asks for different things. SLOs are now there and sip codes are now there to be changed. There are a number of different things that weren’t there in the old system that are going to be there now that I think for this next spring is going to be a trial and error as we go through it. So for this one we basically said SLOs are there, both in the syllabus and in the system itself. What I am going to do is just directly email individuals if we feel the need to be some modification to those.

**Senator Steven:** And I can just mention to you later that I did take a look at some of these and there were just some minor issues that I can offer for change if you are interested.

**Senator Edgington:** Okay. So Prof. Taylor is here for that.

**Prof. Taylor:** We will be happy to listen to anything we can do to improve in our program.

**Senator Edgington:** Any questions?

**Senator Insch:** Just a quick question. What is the number that will be needed for this masters' program? I've never seen it anywhere, so I am curious.

**Senator Edgington:** Prof. Taylor, [what is] the number of students that need to be registered in the fall?

**Prof. Taylor:** We just need to have students enrolled in the program to restart it.

**Senator Insch:** So it is not a number? I thought you said there was a number and if it didn't have sufficient enrollment it wasn't going to run.

**Prof. Taylor:** No, no, no. That might be an internal issue with the university to decide to run a course, but the program had been suspended and we are right at the five-year point where we would lose state authorization to offer the program if it is not reopened.

**Senator Edgington:** So it sounds like as long as students are in the program it will run, but whether the courses run it will be up to the university at that point. They have to at least have students in there starting to enroll in order to keep the program beyond next year.

Other questions? Since there are no other questions, all those in favor of accepting the two proposals and six modifications say, 'aye.' Any opposed? Any abstentions? *Motion Passed.* Thank you all very much.

**President Brakel:** Senator Edgington, have your committee decided on a deadline date for us to receive proposals?

**Senator Edgington:** For a cutoff date you mean?

**President Brakel:** Right.

**Senator Edgington:** Last year we used early in March as that cutoff date.

**President Brakel:** The first Monday after spring break is the 16<sup>th</sup>. Is that still okay?

**Senator Edgington:** I think that will be fine. Senator Bigioni as well; is that fine for Programs?

**Senator Bigioni:** Yes.

**Senator Edgington:** I think March 16<sup>th</sup> is fine.

**President Brakel:** Thank you. So March 16<sup>th</sup> is the deadline to try and get things to the Curriculum Committee and the Academic Programs Committee. I was hoping we would have some academic programs for approval today, but that committee is still working and so we will continue on with our agenda, which I believe is now Ohio Faculty Council.

**Senator Bailey:** So basically I was asked by President Brakel to give an update on some of the issues that are being discussed at the Ohio Faculty Council. So, I put together just two slides to give [you] some quick ideas. One of the things that's been discussed is the part-time faculty white paper that the Council is hoping to put together. That is being promoted by Cynthia Ris who is at the University of Cincinnati and Laura Luehrmann who is at Wright State. They will be conducting a survey with an aim to obtain information on part-time faculty just so they can have data on what they do and to be able to educate legislators about their roles, and functions and importance to the Ohio Education System. This is going to be one of the items of discussion at the next meeting which is actually next week, Friday, at which time they will be looking at some of the possible questions that they will have on the survey that will be used

for that. They actually have some data from other places, other states, and universities. What they found is the rate of participation of part-time faculty in the survey was pretty high. They actually sensed that the part-time faculty were happy that people were interested in getting their perspectives on their roles at the universities and so on.

I sent you a statement that is also being worked on by the Council in respect of Senate Bill 40. The bill is under consideration in the Ohio General Assembly and it basically looks at free speech on college campuses. I can send this to Quinetta later on. I put in some links to kind of give you some idea as to where discussions are as regards to this particular bill. The last time they met there was no kind of movement on that. I think what is kind of driving the bill, I reported here what was said at the Council, is the perception that conservative views were being shut out on college campuses and so that was kind of the motivation for that. I circulated the statement too. One thing that came up is there is actually a group that is called Foundation for Individual Rights in Education. They actually track issues related to free speech on college campuses; and they actually have a website, so if you go to this particular website you can get to see kind of what is in the news with regards to the University of Toledo. So there are different colleges and different access to information for that. I am going to disregard. If you want to look at that article/topic of issue, please do. When I was thinking about this and thinking about presenting today earlier this week or maybe yesterday, who knows, there was an item in the news about a faculty member at BGSU that had tweeted something which had since been deleted. I thought it was related to one of these topic of issues that maybe this bill might address and so on. Another House bill that is kind of pending is a bill that will permit the Board of Trustees to adopt electronic communication for Board meetings. So that kind of took me back to a discussion that we had earlier in the semester about the necessity for a number of meetings. So then I was wondering at the time is this in fact something we can think about. The idea here is you can skype in or you can zoom in rather than having to show up. So the idea of a cap is that we can do it 'x' number of times and so on. So that one is now being introduced to the committee.

**President Brakel:** Senator Bailey, let's talk about that for just a moment because with this bill you will have to have 1/3<sup>rd</sup> of the Board or the committee to be present in the room and the others could be actually joining via skype or other electronic means. At least from my standpoint and my experience of Bedford School Board where we would allow this type of experience, we made it a rule that it had to be a quorum present in the physical room just because of two reasons: One, there is a lot of nonverbal and sensing of things that happen when you are physically present in the room. Two, to make sure that there was a true quorum present that people can really account for. And we said that our preferred meetings the electronic could be in an actual visual link, like Face Time or something instead of just an audio link.

**Senator Bailey:** Thank you. And then finally, this one is also going to be discussed at an upcoming meeting next Friday, which is an issue that currently a lot of us can relate to, is this idea of paper mills that students are going out and are getting different websites to actually do work for them, including taking an entire course. I, myself as an instructor actually received email messages inviting me to submit any essays that I need to have written by some of these accommodations. I kind of found that funny that I was the recipient of one of these. But anyways, that is kind of one of the issues that is going to be discussed to try and get some sense of the experiences on different Ohio state campuses with regard to this issue of students kind of farming out their work. One of the things I think that usually when we think of this we kind of think, even at the meeting, the focus is on online courses. But the fact is it can also happen with courses that are traditional face-to-face courses where you actually give people assignments to do. Either they can take it outside of class or you have to take it home to do it. So, regardless of the nature of delivery format for the course it is possible that some of this still happens. I think at one of the

Faculty Senate Executive Committee meetings I told a case where a few semesters ago I had a paper, I give group work so it was a group project, and this paper had running heads and references, just totally a different format for an undergraduate paper that I normally get. So I was told that 'I am using Google Translate.' Based on my use of Google Translate it really doesn't do a good job formatting and referencing and all that kind of stuff. So, I strongly suspected that this was kind of one of the papers that was outsourced. So I think this is an important issue. There is some states that currently have legislation in regard to this issue. But, the OFC status suggested that they would prefer to go the route of having faculty senates' address and try to come up with a resolution regards to that problem rather than having legislation to address it. So, that is kind of a brief overview over some of the issues that are before the Council. It is a little of a learning curve for me, but it is interesting and liking it so far

**Senator Ferris:** Do you know what those states' legislation says?

**Senator Bailey:** No I don't. I intended to try to find out the different states. We didn't discuss that, but it is going to be on the agenda again this coming meeting, next Friday. I will try to get some information in regards to that.

**Senator Barnes:** Maybe not in your purview, but I think it might be interesting to initiate some more campus wide dialogue about appropriate use of sources and to encourage students to be more robust in their willingness to cite and cite correctly. I think so many of us when students plagiarize, even if it advertently, we just sort of talk them through. I think a lot of us are just saying no worries and it kind of creates a culture where they don't feel an urgency to do a better job. I think that maybe if we were more insistent about it they would in fact do better and not be so relaxed.

**Senator Bailey:** Just to comment on that. In the College of Business we have a COBI code of student conduct and every semester that I teach regardless of the delivery format the students have to read it and recite at least two things they have learned from the document. So what I have seen from students is [who have reported] 'this is the first time I'm actually reading this' and 'I didn't know this document existed.' And personally, some of my colleagues who are here from Business will agree, I do come up from time to time to meetings to ask about issues of cheating and academic dishonesty. I personally do not think that we, not just plagiarism but academic dishonesty in general, talk about it enough. I think that is something we need to kind of talk some more about, not just plagiarism, but other forms of academic dishonesty.

**President Brakel:** Any other questions?

**Senator Bailey:** Thank you.

**President Brakel:** Thank you, Senator Bailey. So that brings us then to items from the floor. Are there items for discussion?

**Senator Gregory:** I just want to mention that the Core Curriculum Committee is still missing representatives from Pharmacy and Nursing. So, if anyone is out there, can you communicate that back?

**President Brakel:** I will follow-up with Senator Hammersley.

**Senator Gregory:** Thank you.

**President Brakel:** Anything else? From my position here as President, I hope you have a successful end to the semester here and enjoyable time after the semester during the holiday break. Whatever your religion or faith is, I wish you the best. May I have a motion to adjourn? Meeting adjourned at 5:08 p.m.

**IV.** Meeting adjourned at 5:08m pm.

Respectfully submitted,  
Mark Templin  
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard  
Faculty Senate Administrative Secretary