

THE UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of April 26, 2016
FACULTY SENATE

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

Approved @ FS on 9/27/2016

Summary of Senate Business

Ohio Faculty Council Report

Academic Regulations: Academic Standing, Academic Dishonesty and Enrollment Status

Resolution: Merger CoCA and LLSS

Election of AY2016-17 Faculty Senate Executive Committee

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 Keith: I call this meeting to order. Welcome to the fifteenth Faculty Senate meeting of AY 2015-2016. I ask that Executive Secretary, Lucy Duhon come to the podium to call the roll.

I. Roll Call: 2015-2016 Senators:

Present: Anderson-Huang, Atwood, Burnett, Cappelletty, Devabhaktuni, Dowd, Duhon, Fitzgerald (substitute for D. Compora), Franchetti, Gray, Gruden, Gunning, Humphrys, Keith, Kennedy, Kistner, Kovach, Kippenhan (substitute for A. Jorgensen), Krantz, Lundquist, McAfee, McLoughlin, Molitor, Monsos, Nathan, Ohlinger, Prior, Randolph, Regimbal(substitute for M. Edwards), Rouillard, Schneider (substitute for M. Caruso), Slantcheva-Durst, Smas, Srinivasan, A. Thompson, Thompson-Casado, Weck-Schwarz, Wedding, White, Williams, Wittmer

Excused absences: Denyer, Hasaan-Elnaby, Nigem

Unexcused absences: Elmer, Barnes, Black, Brickman, Duggan, Farrell, Federman, Giovannucci, Harmych, Hoblet, Lee, Malhotra, Mohammed, Nathan, Oberlander, Quinn, Schafer, Sheldon, Skeel, G. Thompson, Willey

III. Approval of Minutes: Minutes of March 1, 2016, March 15, 2016 and March 29, 2016 are ready for approval.

President Keith: We have some Minutes to approve, three sets. The first one is March 1, 2016. Do I have a motion to approve the Minutes from March 1, 2016? Is there any discussion or corrections? Hearing none. All those in favor, please say "aye." Any opposed? Any abstentions? Please let the record show, the March 1, 2016 Faculty Senate Minutes are approved. **Motion Passed.**

The next set of Minutes are March 15, 2016. Is there any discussion and/or corrections? Hearing none. All those in favor, please say "aye." Any opposed? Any abstentions? Please let the record show, the March 15, 2016 Faculty Senate Minutes are approved. **Motion Passed.**

The last set of Minutes are March 29, 2016. I've been told that there are two corrections to the Minutes of March 29, 2016. The first correction is in the paragraph spoken by Senator White: "*Many were saying that the state is proposing an alternative course for non-STEM majors in math. So we in our world, maybe I just need to send a blank email out to the university and ask, what math are you interested in, particularly for the non-STEM? The non-STEM, we don't know and often its statistics, but they proposed a new quantitative reasoning approach which is different from our natural arts approach – that should be*

“liberal” arts. The second correction is on page 7 and Senator Monsos is identified as the speaker, but it is Alana Malik. So, with those corrections in mind, may I have a motion to approve the Minutes of March 29, 2016? Is there any discussion and/or corrections? Hearing none. All those in favor, please say “aye.” Any opposed? Any abstentions? Please let the record show, the March 29, 2016 Faculty Senate Minutes are approved. *Motion Passed.*

Executive Committee: Good afternoon, and welcome to the final meeting of the AY2015-16 Faculty Senate. By any measure it has been an extremely productive year. During this year, Faculty Senate participated in the inauguration of Dr. Sharon Gaber, UT’s 17th President. We hosted President Gaber, Sharon Speyer and Steve Cavanaugh, Chair and Vice Chair of the BOT, Cody Spoon and Ian Michalak, President and Vice President of Student Government, Eric Prichard, President of the Graduate Student Association, and, of course, Congresswoman Marcy Kaptur. We’ve had presentations on the Competitive Awards and Scholarship Initiatives, UT’s Healthy U campaign, the College of Medicine and Life Sciences/ProMedica Academic Affiliation Agreement, the status of Rocket Innovations, the Master Plan, the Governor’s Taskforce on Efficiency and Affordability, and renovations plans for Carlson Library – just to mention a few. We met two interim vice presidents who briefed us on strategic enrollment planning and the FY2017 operating budget assumptions.

As required by the new Collective Bargaining Agreement, we provided input on the restructuring of the College of Nursing, the reorganization of UT Libraries, the elimination of YouCollege and the College of Adult and Lifelong Learning with the transfer of their programs along with UT Online into the resurrected University College, and the merger of the Colleges of Health Sciences, and Social Justice and Human Service with the transfer of the Higher Education program back to the JHCOE. However, we’re not done. One of today’s agenda items is to consider a resolution regarding the merger of the Colleges of Communication & the Arts and Languages, Literature & Social Sciences.

Faculty Senate has continued its work of overseeing and shaping curriculum and programs, and we will complete this year’s work at today’s meeting. During this year, we were charged by Dr. Gaber to be the first group to review academic policies, unless they pertain solely to graduate students. Although the Academic Regulations committee has been very active and productive, there is a backlog, so some of their work may have to continue over the summer. Regardless, we approved a policy that would give Faculty Senate oversight of university centers and institutes that have a non-research focus. We approved changing the minimum and maximum allowable hours for a UT baccalaureate degree, as well as substantial changes to our Incomplete policy. Academic Regulations has additional policy recommendations to bring to us today.

And, my favorite accomplishment – we changed the Appendix to the Constitution to allow electronic ballots. Although this year’s election was not the first to take place in the 21st Century – it was the first to use 20th Century technology.

None of this work would have been accomplished without you. It’s been an honor to represent you and a pleasure to work with you. Thank you so much for your service as senators. Because of your dedication, hard work and willingness to show up to Senate and to serve on our committees as well as department, college and university committees, there has been a restoration of shared governance at UT.

I’d like to thank all of the Senate committee chairs. First, thanks to Holly Monsos – Chair of Core Curriculum, Jenny Denyer – Chair of Undergraduate Curriculum, and Martin Ohlinger and Wade Lee – Co-Chairs of Undergraduate Programs. Because of the commitment of these individuals and the members of their committees, we have reports from all three committees to consider today. I’m especially appreciative of their willingness to work with the Provost’s office on its amnesty from the CTS project.

President-Elect Humphrys: Point of order. President Keith, as you are thanking all of us, we would like to thank you for the wonderful job you've done. As you mentioned, it certainly was an eventful year and President Keith represented the faculty, Faculty Senate and the Faculty Senate Executive Committee in with a strong and intelligent approach. I must say that you probably couldn't have had a more beneficial year for being Faculty Senate President - we had a new president, changes in the college structures and numerous high-level search committees which you, President Keith, represented us with professionalism and integrity. We really appreciate the job you've done! On behalf of Senate, I would like to present you with this plaque which shows our appreciation of your service and leadership. The plaque says, "*With thanks and appreciation to Dr. Kristen Keith for her service and leadership as the President of The University of Toledo Faculty Senate, AY2015-2016.*"

[Standing Ovation]

President-Elect Humphrys cont'd: It has become a custom that the outgoing President receives a gift from the incoming president. I don't know if you are aware of this, but President Keith will attend any event that promises [her] a free T-shirt <laughter>. To be really honest, she doesn't care what the event is <laughter>. I thought there might be one thing that is a little special other than a free T-shirt; President Keith, I got you a T-shirt that has UT's logo on it and on the back it says, "Faculty Senate" with the Number 1.

[Applause]

President-Elect Humphrys cont'd: Plus, I got you another gift from California Wine Club. They are going to be sending you several bottles of wine right to your front door and so you can wear your T-shirt and drink wine all day long <laughter>. We also have a gift for you from the Executive Committee. You've done a great job, President Keith. Thank you.

[Applause]

President Keith: Thank you so much. I was going to mention the Executive Committee later in my report. I realized that I was having a hard time a few minutes ago, not breaking into tears, when I start talking about how wonderful you are. I am kind of struggling to hold it back, but thank you so much, it's been much more than I deserve—it really is. **Executive Committee Report cont'd:** Let me get back to thanking the Chairs of the committees. Thanks to Mark Templin and David Giovannucci – Co-Chairs of Constitution and Rules – and Scott Molitor and Sibylle Weck-Schwarz – Co-Chairs of Elections. Without the work of these individuals and their committees, we would not have been able to conduct electronic elections. I'm sure the transition was more difficult than they made it look but from my end it seemed flawless.

Thanks to Celia Regimbal – Chair of Academic Regulations and her committee for starting to work through all of the newly created academic policies as well as the backlog of those up for review. They've made significant progress. Thanks to Cyndee Gruden and Tom McLaughlin – Chairs of Faculty Affairs and Student Affairs. I'm especially appreciative of Cyndee, who is still returning my emails, given I told her when I asked her to be Chair that I didn't think there would be any business. There was!

Also to Mary Humphrys, Chair, and the members of the Committee on Committees, who are responsible for staffing the Senate's standing committees. You guys do good work!

I've also had the privilege of working with an outstanding Executive Committee. It consists of three former FS Presidents – Mike Dowd, Linda Rouillard, and Karen Hoblet, a long-serving Executive Secretary, and at-large members who have served multiple terms – Scott Molitor, Fred Williams, and

Doug Federman. I benefited substantially from your insights, opinions and collective wisdom. Thank you for your devotion to Faculty Senate and UT, although I must admit I have internalized the meaning of the expression “herding cats”. Finally, there is our soon-to-be President, Mary Humphrys – trust me, I leave you in the best of hands. I think sometimes that Mary can see farther than most of us, so she understands the ramifications of almost any suggested change to our curriculum, programs and policies. She’s the full package –she has vast institutional knowledge, she has leadership and managerial skills, she’s very smart and she listens. I am grateful for all the work she has done this past year but mostly for her full support. Thank you, Mary, good luck with the cats!

Last – we are blessed to have Quinetta Hubbard to run our office. We could not function without her. Thank you, Quinetta for all that you do for us.

Part of the reason we’ve accomplished so much this year is because we have a president, President Gaber, who believes in communication, consultation and shared governance. Because she has made it clear that faculty must be consulted, I’ve been asked by several members of the Senior Leadership team as well as Deans if they could address Faculty Senate. Sometimes we say yes – if it is on a topic that we think would be of interest to the Senate. Other times we say no because, perhaps, the agenda is full, and announce it in the EC report.

I have two announcements.

1. The Governor’s Task Force on Affordability and Efficiency has recommended that Ohio Colleges and Universities require all employees use existing contracts for purchasing goods and services – starting with the areas with the largest opportunities for savings. UT will adopt this recommendation although there will be flexibility for certain purchases such as special equipment.
2. The COGS Dean search committee has interviewed candidates and selected three individuals for meetings with the campus community. Once all of the candidates have been notified of their status, the finalists will be listed on the Dean of COGS Search web page, which you can find on the Provost’s website.

The Chairs of the search committee are aware how important it is to have the open forums as well as Graduate Council, GSA leaders, academic deans and the College of Graduate Studies staff meet with the finalists before the end of the semester.

In terms of today’s meeting as you can see we have a full agenda. There is the long anticipated Ohio Faculty Council Report, the previously mentioned committee reports as well as a resolution regarding the merger of CoCA and LLSS. Finally, I’ve asked Provost Barrett if he would like to address the Senate. Since I am leaving shortly – I have a family issue and am catching an evening flight to DC – I want to tell John how much I’ve enjoyed working with him these last two years. It’s been tremendously helpful to have a Provost who is a former Faculty Senate President and who wrote our current Constitution and its Appendix. John has always been willing to meet with me about anything even if he doesn’t believe its Faculty Senate business, as well as offer me his best advice and he doesn’t take it personally if I don’t take it. Thank you so much, John, for your time, advice and encouragement. I think it’s clear that you too are dedicated, hardworking and always willing to show up. With that, I am going to turn this meeting over to [now] President Mary Humphrys. Apparently, I have a gavel here to give her which I don’t think she can use quite yet because I think we have to wait till the adjournment of this meeting.

President Humphrys: That’s true.

Past-President Keith: Thank you so much. I am leaving now.

President Humphrys: Thank you so much.

Past-President Keith: You are very, very welcome.

President Humphrys: I also want to mention from a personal standpoint that Past-President Keith was just so generous with her time and her willingness to allow me to go [with her] and to part of important conversations and that will make my transition a lot more comfortable. Thank you.

We are going to continue with the agenda. Next, Senator Rouillard is going to give her OFC report. She is UT's representative to the Ohio Faculty Council and does a great job.

Senator Rouillard: Thank you, President Humphrys. I last reported to FS on OFC at our Feb. 2 meeting. Since that time I have attended the Feb. 12, the March 11, and the April 15 meetings.

At the March 11, Vice Chancellor of Academic Affairs Stephanie Davidson updated us on HB474 the mid-biennium review. This bill is scheduled for a hearing in the finance committee on April 28, 2016, and includes such items as L extending to community colleges the opportunities to offer bachelor's degree programs, for a total of 10 statewide. There is also language that would allow the chancellor to enter into an agreement with a higher ed institution that offers competency-based education. While Western Governors University is not mentioned by name in the bill, VC Davidson noted that "individual institutions have not been discouraged from participating in a partnership with WGU."

This proposed bill also creates the College Credit Plus Corequisite Remediation Pilot Program which would allow high school students to enroll in a college course in Math and English while simultaneously taking a remedial course in Math and English. OFC members have questioned the contradiction inherent in such a proposal. Either the high school student is college ready, in which case there should be no need of remediation, or the student is not college ready, and should spend the remainder of high school developing the necessary skills.

HB474 includes provisions for developing 3+1 baccalaureate degree programs between community colleges and state universities.

At this same March 11 meeting, we were given a description of the Helmsley grant received by the Ohio Department of Higher Education. The purpose of this grant is to re-design math courses in gen ed, focusing on statistics and quantitative reasoning in the effort to "align" math with specific degrees. While this was not mentioned in the discussion, I note that this kind of initiative is taken from the Complete College America initiatives, funded in part by the Lumina Foundation.

Lauren McGarity, ODHE Globalization Liaison & Policy Projects, spoke about G.R.E.A.T or Global Reach to Engage Academic Talent, an initiative to market Ohio universities to foreign students. There was no mention of any initiative to encourage and support Ohio students to study abroad.

Sara Molski, Assistant Policy Director of ODHE spoke to OFC at the April 15 meeting. After having reviewed the Affordability and Efficiency Reports submitted by all the Ohio system institutions, she

noted that most institutions had addressed the number of credit hours for four-year degrees, but pointed out that ODHE had never mandated that required degree hours be reduced, merely that it was one suggestion among many in order to reach a 5% decrease in costs to students. Nor did ODHE mandate the elimination of duplicate programs or low-enrollment programs. She repeatedly stated that in an effort to make college affordable, “one size does not fit all.” Instead, she reiterated that ODHE is dedicated to continuous improvement and to faculty input.

Finally, Jim Bennett, Vice Chair for Data Management of ODHE spoke about the project to measure administrative productivity, including the ratio of administrators to all employees, or relative to number of students or even graduation rates.

Finally, Chair Dan Krane summarized for us the Interstate Passport Initiative, proposed by WICHE Western Interstate Commission on Higher Education. This initiative aims to facilitate transfer of gen ed courses from one state to another by the use of 9 skill areas which include critical thinking, teamwork and value systems, creative expression, human society and the individual, oral communication, quantitative literacy, written communication, natural sciences, and human cultures. Paula Compton will give us more information about this at the May 20th meeting. Thank you.

President Humphrys: Thank you. Are there any questions?

Senator Dowd: Just to clarify, in the report, is this basically trying to normalize courses across the state?

Senator Rouillard: I would say that is part of it. I think the other part of admissions that I find troubling is the underlying assumption that apparently all students are going to transfer ...therefore, we have to frontload all of the assessments of these learning outcomes as opposed to the system that we have had in place for a long time that appears to work as students transfer.

President Humphrys: Are there any other questions? Thank you, Senator Rouillard. Next, we have a report from the Undergraduate Curriculum Committee, which Senator Cappelletty is the substitute Chair for today’s meeting.

Senator Cappelletty: To everybody in the room, do you want to see the document that was sent out late this afternoon? Basically, there are three things that the committee has to bring forward to you in this section of the report. The first thing, we have completed the amnesty document review for the mathematics and biology courses because they met all the criteria for changes. Secondly, we have several course modifications. One course modification is from Adult and Lifelong Learning -it is basically just an alpha code change from “YC” to UC” since YouCollege no longer exists. We have four course modifications within Business and Innovation – primarily they were name changes and a lot of description changes. There’s one for the Judith Herb College of Education which again, it’s a title change and a catalog description change for the course. There are four changes in the College of Pharmacy and Pharmaceutical Sciences - predominantly changing the prerequisite for the program requirements; changing from a grade “D-” to “C,” which “C” being an acceptable and minimum grade within those courses. Then there’s one from the College of Social Justice and Human Service – they were increasing the course credit hours from 3 to 4. They provided all the appropriate documentation for what would be an increase within those courses, so the committee had no issue with the course modifications. The last area for Business was some new course proposals. There were five new courses for the College of Business and Innovation and many of them were related to one of the new Business minors in Cybersecurity. There is a new Business Analytics and Techniques course proposal, plus a new Marketing course. There’s a new course that caused the committee a lot of discussion and explanation from the Social Justice and Human Service College which is Criminology 3000 – it is basically a police academy

course in which students will be enrolled as UT students within that program. Students will take the police academy training through Owens, but will pay The University of Toledo. Toledo will provide them with credit for what they've earned through Owens. The University of Toledo will be paying Owens for the students in the program there. The Police Academy Program is accredited by the state and is run under departments of the state. It just saves our students from having to become an Owens student for a semester and using financial aid that comes to The University of Toledo for them. So, it is actually a very nice addition to the program. There was a lot of discussion getting clarity on that in detail, but that was approved by the committee. Then there are two chemistry courses from the College of Natural Sciences and Mathematics, Green Chemistry 4200 and Environmental Chemistry 4210. Are there any questions on those? No questions?

Senator Schneider (substitute for M. Caruso): Am I seeing [this] correctly that CHEM 4210 is also going to hold a 6000- and 8000- level class?

Senator Cappelletty: Both of these courses, 4200 and 4210 are being co-listed as graduate level courses. They provided documentation that showed what the graduate students at the Masters and PhD level were going to be doing beyond the undergraduate component of it.

Senator Krantz: Just as a follow-up to that. This was reviewed extensively by NSM council and we asked specifically that set of questions and they provided very good and detailed documentation.

President Humphrys: We are going to go ahead and ask for an approval.

Senator Cappelletty: All right. All in favor, please say, "aye." Any opposed? Any abstentions? *Motion Passed.*

Course Modifications Approved by the Faculty Senate Undergraduate Curriculum Committee			
College	Course Impacted	Change	Rationale
Adult and Lifelong Learning	YC 1000	From YC 1000 to UC 1000	Alpha change in preparation for shift to University College
Business and Innovation	BUAD 2060 Data Analysis For Business	Catalog description	Reformulated the two statistics required courses (BUAD 2060 and BUAD 2070) to include business analytics. This will help with maintaining the students at the cutting edge and meet new requirements (knowledge of Business analytics) of the market for these graduates.
Business and Innovation	BUAD 2070 Application Of Statistics In Business Decision Making	Course title and catalog description	Redesign of two courses BUAD 2060 and 2070 to meet the new needs of the market and accreditation agencies.
Business and Innovation	EBUS 3090 E-Commerce and Network Economy	Course title	Rename E-Commerce and the Networked Economy (prof. Jeen Lim) to Doing Business Digitally This course is an introduction to the networked economy, e-commerce and business transformation. It covers the technological trends, business opportunities, competitive threats, marketing responses and public policy issues concerning e-

			commerce. Prerequisite: Junior standing.
Business and Innovation	MKTG 3260 Global Framework for E-Commerce	Course title	Rename Global Framework for E-commerce (prof. Jeen Lim) to Mobile Marketing A study on how firms can capitalize on the Internet to conduct business internationally, assess e-commerce readiness in key regions, localize Web presence and contents and build business service infrastructures.
Judith Herb College of Education	CIEC 4480 Integrative Field Experience: Best Practices	Course title and catalog description	The early childhood faculty members would like to change the title and catalog description of this course so that it is consistent with the current ECE teacher licensure program.
College of Pharmacy and Pharmaceutical Sciences	MBC 4300 Med Chem 3	Pre-reqs	The curriculum committee and course instructors have evaluated all of the PharmD program's current prerequisites and corequisites. A grade change to a C in MBC 3800 is necessary because that is a passing grade in the PharmD. BIOL courses removed because these would not be acceptable in place of MBC3800 for PharmD students. Individual overrides can be done for BSPS who want to take it as an elective.
College of Pharmacy and Pharmaceutical Sciences	PHCL 4700 Pharmacology 3	Pre-reqs	The curriculum committee and course instructors have evaluated all of the PharmD program's current prerequisites and corequisites. It has been determined that the content in PHCL 3700 is essential for being able to understand the content in PHCL 4700
College of Pharmacy and Pharmaceutical Sciences	PHCL 4720 Pharmacology 4	Pre-reqs	The curriculum committee and course instructors have evaluated all of the PharmD program's current prerequisites and corequisites. It has been determined that a minimum grade of C in PHCL 4700 and in MBC 3800 are necessary to understand concepts in PHCL 4720.
College of Pharmacy and Pharmaceutical Sciences	PHCL 4780 Internship in Pharmacology/Toxicology	Catalog description	Over the years, we have noticed that most of our practicum/ internships have gone unpaid. The classic definition of a field experience in OBOR guidelines is paid. This change to activity type to regular laboratory with field experience secondary is only to come in line with these guidelines and practices that have been ongoing. The description was altered to fall in line with practices recently which includes

			the academic laboratories as well as corporate and governmental laboratories.
College of Social Justice and Human Services	SOCW 2010 Survey of the Social Work Profession	Increase in credit hours from 3 to 4 and catalog description	SOCW 2010 Survey of the Social Work Profession and SOCW 2210 Field Experience and Laboratory I have been merged to take full advantage of the how the student's initial field experience reinforces the Survey of the Social Work Profession learning objectives. The course has also been reviewed and aligned with updated 2015 CSWE social work competencies.

New Course Proposals Approved by Faculty Senate Undergraduate Curriculum Committee		
College	Course	Description & Rationale
Business and Innovation	INFS 3400 Principles of Information Systems Security	<p>This course aims to give students a broad understanding of technical and business issues in information systems security, systems security models, analysis of process and technology in systems security and security policies leading to information assurance.</p> <p>Rationale: Cyber security has become an important aspect of all IS business applications and this is the first course we have proposed in that area.</p>
Business and Innovation	INFS 4100 Business Intelligence Using Big Data	<p>This course aims to give students a broad understanding of technical and business issues in data analytics. Students will gain proficiency with reporting, data visualization and prediction using SAP Business Warehouse.</p> <p>Rationale: Big Data and business intelligence that may be obtained for smart decision making has become very crucial for business success. Our University alliance program with SAP gives us a great advantage in accessing data of large corporations. Hence, we will be able to illustrate real-life decisions that would make our students better business decision makers.</p>
Business and Innovation	INFS 4680 Enterprise Systems Implementation and Integration	<p>This course will provide students an overview of the fundamental business processes and examination of how business processes interact with SAP ERP including the system configuration and implementation. Issues.</p> <p>Students will gain a deep appreciation for the role of enterprise systems in managing processes from multiple functional perspectives. Also, students will work on various hands-on exercises including</p>

		<p>configuration of a fictitious company and implementation of business rules using an enterprise system.</p> <p>Rationale: This is a course that has been taught as special topics for a few years and has attracted a lot of students. Now, we want to give it a regular course number.</p>
Business and Innovation	OSCM 4250 Business Analytics-Techniques and Cases	<p>This course provides an introduction to the analytical tools and techniques used in business for decision making with focus on using data visualization, and data mining techniques. It also familiarizes and equips students with prescriptive and evaluative techniques. Industrial grade software along with case studies will be used.</p> <p>Rationale: Business analytics is an emerging topic that has been recommended for intense course by our advisory boards. Other area schools offer longer programs in the topic. We will be making a start with this course in the area. We have also revised the UG required statistics class (BUAD 2070) to improve the knowledge level of all students in this topic and to help us teach the course at a higher level. Employment opportunities will improve and also fill a need for knowledge in the area.</p>
Business and Innovation	MKTG 3920	<p>This course examines the world of sports as a business and will focus on attracting the ultimate customer-sports fans in an increasingly competitive, fragmented and global service. The course will discuss the management of sports at the professional, collegiate and special event levels focusing on the role marketing plays in planning and decision-making in attracting fans and other major customer—sponsors.</p> <p>Rationale: The course has been offered as a special topics course for several years and has been extremely popular with students and employees. The department has ruled to turn it into a regular course within the marketing curriculum due to its importance and high demand.</p>
Social Justice and Human Service	CRIM 3000 Police Academy	<p>This course provides students with an experiential learning opportunity in the field of policing.</p> <p>Rationale: Upon completion, they will receive their certification to practice law enforcement. Many police agencies are no longer offering an academy for their new hires. Consequently, they expect their cadets to go through OPOTA prior to being hired. As a result, this opportunity will give our students a better advantage over others graduating from other universities who are interested in the field of policing. To our knowledge, no other university in the state of Ohio is giving their students this opportunity. Therefore, our students who participate in this opportunity will not only receive a Bachelor of Science degree in Criminal Justice but OPOTA</p>

		certification as well, making the likelihood of employment increase significantly. Lastly, this makes the Criminal Justice Program at The University of Toledo more attractive not only to prospective students but future employers in the law enforcement field as well.
College of Natural Sciences and Mathematics	CHEM 4200 Green Chemistry	<p>This course would be cross listed with the existing graduate course in green chemistry, CHEM 6200 and CHEM 8200, but is differentiated by learning outcomes, course requirements, and grading. The graduate versions have additional learning outcomes and coverage of material, including a required presentation and project, data searching for chemical alternatives assessments, and utilization of software packages to predict environmental and human toxicity of chemicals and to predict the chemical and physical properties of unknown chemicals to aid in rational design of safer chemicals.</p> <p>Rationale: Green chemistry is an important addition to the chemistry curriculum and is a topic of significant interest to students and their future employers. This course will be a required course for the proposed minor in green chemistry and engineering and for a planned accelerated BS MS degree in green chemistry and engineering. It will also be an elective course for students in the traditional BA and BS degree programs in chemistry, chemical engineering, environmental sciences, and related majors.</p>
College of Natural Sciences and Mathematics	CHEM 4210 Environmental Chemistry	<p>This course will focus on the chemistry of air, water, and soil with specific emphasis on the effects of human made chemical products and byproducts on the environment. Connections with green chemistry will be highlighted. Students need CHEM 2420 or permission of instructor.</p> <p>Rationale: This course would be cross listed with the existing graduate course in environmental chemistry, CHEM 6210 and CHEM 8210, but is differentiated by learning outcomes, course requirements, and grading. The graduate versions of the course require students to write a paper and give a presentation in class.</p>

President Humphrys: Thank you, Senator Cappelletty; we appreciate that. Next, we have the Chair of Core Curriculum, Senator Monsos.

Senator Monsos: At the last meeting you approved this new course ARTH 2550 History of Graphic Design. It was also put forward for consideration for the Core Curriculum Committee which has reviewed it. The first section at the top is from the syllabus and the second section there, UT Core-Humanities is what we asked the humanities courses to meet. To our minds, four out of the five criteria will just be the preponderance needed. We reviewed the syllabus and the schedule of the semester and it look like an appropriate humanities course for us to recommend an approval. Is there any discussion? Hearing none. All in favor please say “aye.” Any opposed? Any abstentions? *Motion Passed.*

Core Curriculum Committee
4/26/16

1. Recommend for approval as Gen Ed – Humanities

ARTH 2550 History of Graphic Design

From the syllabus for ARTH 2550 History of Graphic Design

ARTH 2550 History of Graphic Design introduces students to graphic design in the west from the perspective of art history, a humanities discipline. Representing graphic design from 1400 through the present, the course provides historical and cross-cultural perspectives on the Western world, within a broad context of cultural currents. Topics examined include how visual imagery interacts with text both aesthetically and visually, the logic and development of typefaces, and the relationship and importance of graphic design to social and political developments through history.

Students enrolled in the course will:

- Acquire the knowledge of historical aspects of graphic design and related areas;
- Learn to apply critical thinking and aesthetic judgment to interpretation of works of graphic design; and
- Identify social and moral issues in another time and culture.

From UT Core - Humanities

Such a course is likely to reside in the classics, literature, history, language, religion or philosophy. Humanities general education courses should be broad-based; narrowly focused courses will generally not fulfill this requirement. In order to qualify for the general education curriculum, a course must fulfill at least one, but should strive for a preponderance, of the five criteria below:

- a. Provide an introduction to a particular humanities discipline;
- b. Provide historical perspectives of our world;
- c. Provide an overview of philosophical systems that compete for our attention;
- d. Provide a broad understanding of literary or cultural currents of the past and/or the present; and,
- e. Present cross-cultural perspectives

Senator Monsos cont'd: We are also working on the amnesty, but we can't do anything till it is done at the Undergrad Curriculum Committee, so this was added on after I saw their agenda. We had started looking at many of the programs, but we haven't made it through all of them. I do want to note that at the last Senate meeting, Engineering, Pharmacy, and Nursing were put forward and approved and there are no core courses in those three colleges so we don't need to act on those. We also don't need to act on CIVC or those three parts of Curriculum & Instruction (CTE, EDU, and ETPT). There is one course in CI, which you see above, which had no changes to it, so it was easy to approve. We looked at Art, Music and Theatre and approved those, but unfortunately none for the LLSS, as we started at the other end of it. We started reviewing from the front and apparently they started reviewing from the back and we didn't meet in the middle, so we didn't get to any of the same ones that they had looked at. Are there any questions?

President Humphrys: Great. Thank you so much, Senator Monsos for that. Next, we have Senator Ohlinger who is going to give us the Academic Programs report.

Senator Ohlinger: This was sent out this morning from the Academic Programs Committee. I just want to say thanks to the Academic Programs Committee members.

[Applause]

Senator Ohlinger cont'd: Back to our items here for business. We do have a new program proposal which is a minor, Marketing for Non-Business Majors (COBI) and we have a slew, if you will, of program modifications. This was sent out earlier. There is one correction here which is number 4. BS in Healthcare Administration – it was tabled since Course Proposals did not approve it. These were all approved by the committee. A couple weeks ago we did ask for a provisional approval and everything went through the process, so I bring it here for a vote. Are we ready to vote?

Senator Krantz: Item number 2. – was there a discussion amongst the committee for taking off six credit-hours of work of advance courses? It seems to be devaluing the degree at the least at the base of it. Was there a discussion of that?

Senator Ohlinger: There was discussion. Senator Wittmer, do you have anything to add to that? We didn't feel like it brought the integrity of the program---

Co-chair of Academic Programs, Lee: And those are advanced electives courses outside of Business, so these are the electives outside of the College of Business and Innovation. Senator Wittmer can kind of describe it as an Owens flipped program.

Senator Wittmer: Yes.

Senator Krantz: It's not clear if those are electives. I was viewing it as programmatic courses at a higher level that were removed.

Senator Ohlinger: No---

Senator Wittmer: I suppose I would say that many of those students are coming in with an associate's degree already, so that is what we were saying, it is kind of a flipped program. I think the idea is to get the student through a little bit easier.

Senator McLoughlin: Aren't there a certain number of courses that are required, upper level, for graduation? I feel like it is 32 credit-hours, is that correct? Does this compromise that at all in terms of students being able to graduate by eliminating these higher-level courses, just out of curiosity? Has that been examined to make sure?

Senator Thompson-Casado: Like you were saying, there's a total for you to get to the certain number, 3000 or 4000.

Senator McLoughlin: Yes. I think it is 32 credit-hours. You might want to look at that to make sure students are still able to graduate with the 32 credit-hours total, 3000 and 4000.

Senator Ohlinger: I'll take notes; 32 credit-hours of 3000 and above, right?

Senator Wittmer: Well, I don't know if that was discussed, but I think their underlying intention or at least a discussion has been that the College of Business as a whole is closer to 120 hours- and I believe that was certainly taken into consideration. But that was a very good point that I think we need to note that we verified specifically.

Senator Ohlinger: I will verify that.

Senator Wittmer: All right.

Senator Ohlinger: Thank you for bringing it up. Is there anyone else? Okay, we will call for a vote then. All in favor please say, "aye." Any opposed? Any abstentions? **Motion Passed.** Thank you very much.

New Program

1. Marketing minor for non-business majors (COBI)

Program Modifications

1. BBA in ACCT, FINA, FSER, INF, OSCM, MKTG, IBS, PSLS, EBUS, MGMT, OLM, HRM, EFSB (COBI)
 - Decrease elective hours
 - Decrease total required hours from 126 to 125
2. BBA in Applied Org Tech (COBI)
 - Decrease number of 3/4000 courses from 30 hours to 24 hours
 - Total hours decreased from 126 to 120
3. Theater minor (CoCA)
 - Modifications to bring in line with new/modified major
 - Total hours remains the same
4. BS in Healthcare Administration (HSHS)
 - Rationale: To become more up to date in current operations in the Health Care Administration arena
 - Total hours remains the same (124)
5. BS in Athletic Training (HSHS)
 - Removal of KINE 4910 Senior Research Project course will offer the athletic training students an opportunity for an independent study involving research in the field of study.
 - Total hours remains the same (124)
6. BA in Astronomy (NSM)
 - The proposed changes will modify the BA degree in Astronomy in a fashion similar to that proposed for the BS degree in Physics under the astrophysics concentration. In particular the new Physics Capstone project (PHYS4920) and Professional Development course (PHYS4950) will be required, along with the new Foundations of Astronomy course (ASTR3880).
 - Hours increased from 61 to 64
7. BA in Physics (NSM)
 - The proposed changes will modify the BA degree in Physics in a fashion similar to that proposed for the BS degree in Physics. In particular the new Physics Capstone project (PHYS4920) and Professional Development course (PHYS4950) will be required. In addition we are making the upper division physics electives less restrictive to provide more flexibility within this program to make it more attractive to students who may be interested in a BA degree in Physics.
 - Total hours remains the same (58)
8. BS in Physics (NSM)
 - The changes will help retention and will better prepare students for careers by requiring a research experience for all majors, a new professional development course, and a new physics capstone project course to be completed in their senior year. Our related courses will include developing skills in statistics and computer programming.
 - For better preparation for graduate school and the physics GRE exam, we require concentrations take the same physics core courses, and this set of core courses can be completed by the end of the junior year by eliminating the previous requirements of PHYS3320 and 3150 and instead requiring PHYS4310 for all concentrations.
 - Total number of hours decreased from 73 to 69.

Requirement for a Minor

- Minimum credit hours?
- From OBOR, a minor is defined as: *"A program of study that is made up of at least 12 semester hours (18 quarter hours) in a particular discipline."*
(OBOR Guidelines and Procedures for Academic Program Review, April 2015, p. 54)

Senator Ohlinger cont'd: The last one is just a FYI; it is something that will be discussed I believe relatively soon, perhaps this coming year. This is something that was brought to our attention as we met; it was given to us as a proposal for a new minor and the minor was 9 hrs. So questions arose, how many

credit-hours are required for a minor? Per OBOR Program Review, a minor is described as “*A program of study that is made up of at least 12 semester hrs. (18 quarter hours) in a particular discipline.*” It was brought to our attention that apparently there are some existing minors at The University of Toledo that are not 12 semester hrs. So, that is something we will have to review at a later date. This came to our attention over the last week or so.

Co-chair of Academic Programs, Lee: Business has 3000 and 4000 electives and outside of Business is 39 credit-hours, so we are good.

Senator Ohlinger: Thank you, Professor Lee. Let me acknowledge my co-Chair; this is Professor Lee.

Senator Thompson- Casado: So Programs are going to go in and check on these minors that are less than 12 credit hrs.?

Senator Ohlinger: Somebody will have to do that.

President Humphrys: We, the Senate Executive Committee will take a look at that this Summer.

Senator Wittmer: I would like to comment on that.

President Humphrys: Sure.

Senator Wittmer: I think this came from the College of Business. One of our departments was trying to put through a 9 credit-hour minor supposedly. However, if you went back and saw, everyone was required to take a specific course, so in essence it was [actually] 12 credits. I think when we are going through these this Summer we need to make sure and verify that if there’s a course, it must be required by everyone and not additional hours.

President Humphrys: Thank you, Senator Wittmer.

In case you’re wondering, we used to bring microphones around to senators who had comments or questions, but now we have a new recording system that works like a “charm.” Isn’t that right Senator Duhon, it works like a charm?

Senator Duhon: Yes.

President Humphrys: In fact, it picks up whatever you’re whispering <laughter>. But it works very well, so that is good news! Next, we are on to Academic Regulations which is chaired by Senator Regimbal.

Senator Regimbal (substitute for M. Edwards): I do apologize that I do not have a list of the members that are on my committee, but I want to thank them. Thank you.

Earlier this year one of the senators asked a question about the end of term process of grades and I have the answers for you. The due date for grading is set by the Registrar’s Office to ensure timely reporting of grades. The grades may be submitted and changed throughout the same day; however once they roll through history, you have to go back and change it on paper. The only exception is if you are grading on the weekend, you will have the whole weekend to change your grades as many times as you would like over the weekend. When your grade is entered, a grade of NR is entered and recorded and then a change of grade form must be used in order to change a “no grade” to a grade. Currently, an IN changes to an “F”

and in the future an “IN” will change a course to a policy that was adopted by Faculty Senate on March 29, 2016. There was a question about the number of hours a student can use for grade replacement- According to the university policy, students may retake 12 hrs. of coursework for grade replacement. Students may retake a course as many times as they would like, however the only grade that can be replaced is the first grade, and the first grade can only be replaced by the grade that determines the second time that the course is taken. There is no policy on how often a grade can be changed since the grade belongs to the college. So colleges can determine policy on how often grades can be changed. However if there is some concern, I am sure that Academic Regulations can look into that, but we haven’t talked about it. So academic standing---

Senator McLoughlin: Can I ask a question real quick? I spoke with Caryl Liber over at the Registrar’s Office and I just want people to know that I, personally, do not like the “paper” route in order to make a change. They are working on an electronic mechanism to deal with changing grades after they’ve been officially entered.

Senator Regimbal (substitute for M. Edwards): Yes, they are working on an electronic program for that, however it will still go through the chain of command.

Senator McLoughlin: Okay. Thank you.

Senator Regimbal (substitute for M. Edwards): If you look at academic standing, the committee reviewed the policy, but they are not ready to bring this policy to Faculty Senate. The committee members have made the following suggestions that academic advisors be contacted. I think the associate deans are probably the ones that work with academic advisors - they were asked to make a presentation to them about academic standing. What we would like to know who are the students that have lower GPAs and do they better understand the policy as currently written as unintended consequences. We want to know what the issues are for enforcing the policy, what inventions other than Starfish which is only used in a few courses and if there are any other programs that are in place to help students that are in academic distress. Are there any questions?

Class rank: The policy of class rank has been reviewed. We compared it to our peer institutions and found that we are frequent with only two institutions among all institutions - the University of Mexico Main Campus and the University of Oxford. The committee recommends reaffirmation of existing policy and I believe members of Senate to rebirth this policy, correct? There is no need for a motion. All in favor please say, aye.” Any opposed? Any abstentions? ***Motion Passed.***

The policy we reviewed as academic dishonesty, we would like to add some additional language. After some research, again there were peer institutions about academic dishonesty: plagiarism is there. These are the two places where it needed to be additional language to that academic dishonesty. Sharing, posting or receiving course materials covered by a faculty member’s intellectual copyright and without a faculty member’s permission. It seems that those students sometimes take information that you post on your Blackboard or similar type of sites and they post them to websites that are used by other students and all of a sudden you find out that your information is being shared in lots of ways you may or may not approve of.

Senator Dowd: Students are also selling that material on-line.

Senator Regimbal (substitute for M. Edwards): I mean if they are going to sell it, at least they should be able to share the profit, right <laughter>?

The next one is forgery- this seems to appear in a number of university documents that has to do with academic dishonesty. “*Forgery, manipulation, and falsification of any information assignment of academic record or any other data*” - we believe it was important to add that to our academic dishonesty policy. I did not consult with any lawyers to see if this language was correct, but it seems to be used in policies from schools. So, plagiarize: by representing words or other information of another person as one’s own or not offering proper documentation- we changed “*and*” to “*or*.”

Senator Lundquist: Does that cover purchasing papers from the numerous websites that are out there and passing them on as your own?

Unknown Speaker: Can you please repeat Senator’s Lundquist’s question?

Senator Regimbal (substitute for M. Edwards): The question was about purchasing a paper on the website and you turn it in as your own.

Senator Kippenhan (substitute for A. Jorgensen): I prefer “and” because of our scientific reports. We know that they are mining other people’s opinions and we always say, “*and* you must cite your source” and that’s inherent in our coursework, so the “or” doesn’t really work.

Senator Regimbal (substitute for M. Edwards): The members on the committee felt it should be “or” and not “*and*.”

Unknown Speaker: Well, if you use “*and*” then you can use somebody else’s work as your own as long as you document that you did so.

Senator Kippenhan (substitute for A. Jorgensen): But you’re not presenting it as your own, you’re presenting it as “this is something that I *used* to write my report.”

Senator Monsos: But that’s specifically representing it as your own; if you’re representing another person’s, that’s different.

Senator Regimbal (substitute for M. Edwards): So you are representing it as your own rather than “*and*” “or” or you don’t give proper documentation, I think that does address your concern.

President Humphrys Maybe a lawyer can tell us.

Senator Kennedy: I think the idea of passing on something as your own is covered by forgery. ... Forgery is “passing off your own ideas as someone else’s”; this is the idea captured in forgery.

Senator Regimbal (substitute for M. Edwards): Okay. Forgery, manipulation, and falsification, any information assigned, academic record, or other data, do you see?

Senator Kennedy: Possibly. But what we really want is to prohibit passing off something else or another’s as your own, but also “reverse forgery,” which is passing off your own ideas as someone else who is in authority.

Senator White: If you are representing someone else’s ideas as your own, isn’t that automatically plagiarism, creating the next problem?

Senator Molitor: This is addressed by the phrase "... offering for proper documentation."

Senator White: What documentation would be proper to allow you to represent the work as your own?

Senator Kippenhan (substitute for A. Jorgensen): When can you go from learning from an expert to becoming an apparent part of your bases in your subject area [so] that you can eliminate the two down the road, for example, if you're in a 4000-level course?

Senator Wittmer: I think we need to recall who these policies are being written for – example, these are for college students, graduate students and they're not necessarily lawyers or English majors etc. I think one of the things we talk about, at least I talk about extensively when I talk about plagiarism, is the fact that they need to cite. It is good to use other people's information to help support your argument, but you must cite. For me, the idea of proper documentation is essential.

Senator Lundquist: Couldn't we just decouple those two clauses and have another clause that says, other people's work must be accompanied by proper documentation? You don't want to get a paper that is quoting things from other people and at the end there's no documentation there. It seems like that is a part of plagiarism. We do want our students to learn. And yes, we want them to use other people's work, but they must cite their sources.

President Humphrys: So, what is our pleasure on this one?

Senator Dowd: It could be considered as a friendly amendment.

Unknown Speaker: Well, let's continue to look at it.

President Humphrys: So is it going to be part of number 1. or are we going to change that to "b?"---

Senator Kippenhan (substitute for A. Jorgensen): The beginning of number 2.

Senator Regimbal (substitute for M. Edwards): Okay. But isn't it still plagiarism?

Senator Dowd: It is still plagiarism.

Senator Regimbal (substitute for M. Edwards): Yes, I think it should remain with "plagiarism." I suggest the language reads: all work and ideas from other people and/or sources must be cited.

Senator Fitzgerald: Now, it is parallel to the rest of it. It should read: academic dishonesty is not limited to---

Senator Devabhaktuni: With academic dishonesty, you should use "failing to cite."

Senator Fitzgerald: Yes, there you go.

Senator Devabhaktuni: And it must be cited separately.

Senator Kippenhan (substitute for A. Jorgensen): Can we go down to the next page? The issue that I have is to number 9. – This is falling under a policy where our recourse is to give somebody an "F." So what happens if they've already passed your course and then do those things, what is our recourse? I see that as a copyright infringement, not academic dishonesty, so I am asking the senators, is this the correct place to put that?

Senator Regimbal (substitute for M. Edwards): Well, I think if you teach, you are sometimes going to find those things posted.

Senator Kennedy: It is somewhat at your discretion, but you can change the word to “*may*” (with regard to giving someone an “F”).

Senator Regimbal (substitute for M. Edwards): And part of the policy says that a student “*may*” be placed on probation or suspended for some period of time, so I believe if you discovered it later and you decided to pursue that, then you would have the option of asking them to be put on probation or suspended.

President Humphrys: Okay. Is there anything else? Can we vote on it?

Senator-Elect Patrick: I would like to comment on the first statement. Let’s say that I am a student and let’s say that I gave you a “hot” paper that I bought somewhere or hired someone to write. The language in that first clause says, work that’s my own – it can be interpreted as - well, it is mine because I bought it.

Group of Senators: No.

Senator Dowd: But, Professor Patrick, that is not your original work.

Senator-Elect Patrick: Why not, I paid for it?

Senator Dowd: Because we must maintain research integrity. It has to be your own original work. By no means can you purchase or hire a consultant to write for you. You and I are friends. If you were serious about trying to take credit for the work of another then I, as your friend, would be the first individual to proffer charges of Research Misconduct against you. This is not debatable, though I suspect that was not your point.

Senator-Elect Patrick: Good.

Senator Dowd: Knowing you, I suspect you are just trying to liven-up Senate <laughter>.

President Humphrys: We appreciate that <laughter>.

Senator-Elect Patrick: Thank you; as long as we are clear on this.

Senator Regimbal (substitute for M. Edwards): Okay. With a *friendly amendment*, item number 1. – All those in favor of the changes to the policy regarding Academic Dishonesty, please say “aye.” Any opposed? Any abstentions? ***Motion Passed.*** Thank you very much.

Next, enrollment status for full-time, part-time and audit: There are some changes, enrollment being considered in lots of different places. However, we want to bring our policy up-to-date until other changes might be made. We believe that it is important for Senate [we hope] to agree to the changes. The wording now is: “*A student's enrollment status is determined by the number of credit hours the student enrolls in during a term (fall, spring or summer term in its entirety). The definitions are as follows: A full-time undergraduate student is enrolled for a minimum of 12 or more semester hours to a maximum of eighteen (18) credit hours in credit bearing courses in a term. Part-time status is defined as fewer than twelve (12) credit hours during any term. A full-time student who elects to enroll in twenty-one (21) or more credit hours during fall or spring term or a combined total of sixteen (16) credit hours in summer is considered*

to be on academic overload.” - So taking out “semester hours” and calling them “credit hours” and making some basic changes to the numbering. Are there any questions at this point?

Senator White: What does it mean by “a maximum of 18 credit hours?” What is the gist of that and 21 being an overload? What happens if you’re in overload?

Senator Regimbal (substitute for M. Edwards): You have to have permission from your college to be on overload.

Senator White: What does “maximum” mean?

Senator Regimbal (substitute for M. Edwards): The state changed 18 credit hours---

Senator Dowd: This is regarding plateau pricing.

Senator Molitor: A student still has full-time status if they register for 19 or 20 hours even though they will pay additional tuition.

Senator Regimbal (substitute for M. Edwards): They can register for as many hours as they want to, but not overload.

Unknown Speaker: So students are not going to get into trouble till they reach over 21?

Senator Regimbal (substitute for M. Edwards): I didn’t know they were getting into trouble before then. Well, in terms of policy, it is not saying that you’re---

Unknown Speaker: No, I mean in terms of overload. Are you sure you want to put that in?

Senator White: 18 is a pricing issue, so are we sure we want to put that in this policy?

Senator Regimbal (substitute for M. Edwards): Well, I think what you call a full-time student is you’re at full-time at 18. So you start at 12 to 18 and [then] it is a pricing issue, but we are trying to reflect what’s going on at the state. This will probably be changed again, but we are trying to get the hours to be reflective to what’s being done. So 12 semester hours, if you register for 12 semester hours, you are not going to finish in four years, right?

Senator Dowd: I believe it would take five years to graduate.

Senator Regimbal (substitute for M. Edwards): If we are talking about a pricing issue, it’s there either way. We also changed hours for graduate school, right?

Senator White: Well, it implies that someone with 19 or 20 credit hours has a different label than full-time.

Senator Regimbal (substitute for M. Edwards): Then what wording do you suggest we use otherwise?

Senator Dowd: Full-time traditionally means 12 to 18 credit hours a semester. However, students can take 21 hours, with permission I believe, and that is considered as “overload” or by some other name. Then there is the gap between those classifications – 19 and 20 credit hours. Do we really have to establish a term for that gap?

Senator Weck-Schwarz: Read the definition for a full-time student - it is 21.

Senator Kippenhan (substitute for A. Jorgensen): Can't we say a full-time student is anybody with 12 or more hours and stop there?

Senator Devabhaktuni: Actually, if you are mixing the language [*Indecipherable*]...

Senator Dowd: It is also related to the level of plateau pricing for full-time students, which complicates this issue.

Senator Regimbal (substitute for M. Edwards): Would it help to eliminate the word "full-time" student and let it be based on academic approval? So, if we remove "full-time," then there aren't two definitions.

President Humphrys: Yes, it may be best to remove "full-time."

Senator Molitor: A minimum of 12 semester hours. [*Indecipherable*]... Then on the last page, there is no form on the Registrar's website, so if you just cut that out and place it on each college's website, so it will say, "by the college director's approval."

Senator Regimbal (substitute for M. Edwards): Where is that at, Senator Molitor?

Senator Molitor: Under "*Procedure*" D.

Senator Regimbal (substitute for M. Edwards): All right.

Senator Kippenhan (substitute for A. Jorgensen): President Humphrys, can we go back up to the first added red line? You have the number 12, but you don't have the word *twelve* in front of it, you should keep it consistent.

President Humphrys: Thank you. Is there anything else?

Senator-Elect Relue: So, if I'm on overload, am I not still full-time? I mean, full-time is 12 and more, is it not?

Senator Regimbal (substitute for M. Edwards): Yes. But if you are on academic overload you have to have permission to take that number of hours.

Senator-Elect Relue: Correct. But beyond 21, wouldn't it be more accurate to say that I am a full-time student and I'm also on overload as opposed to saying, I am no longer full-time, I am overload? So what I am wondering with the language, could it read for full-time graduate students that enroll for a minimum of 12 semester hours *period*, and then students more than 21 total hours are on overload?

Senator Dowd: President Humphrys, can this be something that the Executive Committee can work on over the Summer?

President Humphrys: Right. We are going to certainly try to. How do people feel about the possibility of looking at this a little bit more and then bringing it back in the Fall?

Group of Senators: Yes.

President Humphrys: Is that all right with you, Senator Regimbal?

Senator Regimbal (substitute for M. Edwards): No, but I will do it <laughter>.

President Humphrys: Thank you so much, Senator Regimbal.

[Applause]

Senator Krantz: Before we move on. Related to the last two committee reports, this is more of a suggestion, something you could consider for next academic year. In my position as liaison for the Core Curriculum Committee, I've been seeing a lot of the details of the database essentially in Banner and a lot of courses have a prerequisite to pass the previous course with a "D-," which is a default value which essentially means not an "F." Typically in our college, and in Engineering, if you have sequential courses that are 1200 and 1300- if you barely, barely, barely make it through 1200, I can guarantee you you're not going to pass 1300. So this could be evaluated at the level of college councils and I'm asking whether this should be brought up to Senate and it's going to be across several committees for consideration. My first recommendation would be pass with a "C-" at a minimum, maybe a "C."

President Humphrys: So you are suggesting that Faculty Senate bring this up in the Fall?

Senator Krantz: Yes. Consider it and consider the implications of having a university-wide policy or whether it is more appropriate at the level of college.

President Humphry: Okay. Thank you.

Senator Schneider (substitute for M. Caruso): Do we have to take the credit into account here, both to be accepted as transfer courses?

President Humphrys: I think we do. I think in the past we did find that there was a discrepancy issue and we didn't collect that, so certainly, we will look at that.

Next, on the agenda is a discussion of the merger between the College of Communication and The Arts and Language, Literature and Social Sciences. As you know, you were sent a resolution prior to today's meeting. The resolution reads:

University of Toledo
Faculty Senate Resolution

"Regarding the University's reorganization plan to merge The College of Communication and the Arts with The College of Languages, Literature and Social Sciences to form a single college"

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, in Fall of 2015, President Gaber proposed that the two colleges consider merging;

Whereas, the Faculty Councils of the two colleges have already worked with their respective faculty to discuss the issues involved in a potential merger, and have each passed resolutions endorsing the merger of the two colleges;

Whereas, representatives from the two colleges met with the Faculty Senate Executive Committee on April 15, 2016 to provide an update of their merger efforts (which includes plans to merge Faculty Councils led by co-chairs during the initial merger discussions, form one university academic personnel committee (UCAP), and operate under one constitution);

Whereas, the Faculty Senate Executive Committee has reviewed the proposed reorganization and commends the faculty of the two colleges for their commitment and input into the reorganization process, the Committee encourages and supports their continuing work over the summer to identify actual issues and to prepare a timeline of action for Fall 2016, with a view to implementation of the merger into a single college by Spring 2017;

Whereas, while the decision to reorganize these colleges was not faculty-driven, the *process* has been and will continue to be faculty-driven;

Therefore, be it resolved, while the input provided by Faculty Senate can take many forms, in this particular case the Faculty Senate of the University of Toledo on this 26th day of April, 2016 approves the process thus far, and looks forward to receiving updates on the progress of this effort, with the goal of receiving a full merger plan in the Fall of 2016.

President Humphrys cont'd: Did you mention something

Provost Barrett: Does it make sense to put the timelines in to finish in Spring 2017? It is my understanding that we're trying to move this at a pace to be implemented by the Fall, a year from now.

President Humphrys: What does the Senate think about that?

Senator Devabhaktuni: [*Indecipherable*]...I think we should leave it as is.

President Humphrys: I guess what we need before any vote is discussion, but if not, we can go ahead and vote.

Senator Dowd: It came from the Executive Committee, so it doesn't need a *second*.

President Humphrys: Okay. All in favor of this resolution please say "aye." Any opposed? Any abstentions? **Resolution Passed.** Thank you.

For our final item for 2015-16 Faculty Senate, I would like to invite Interim Provost Barrett up to say a few words. While he is walking up here, Provost Barrett we would like to thank you for your efforts to bringing shared governance back to the University.

Provost Barrett: I am going to make this really brief. I just want to say that it's been a great honor and privilege to be interim provost for the past two years. It's been a very interesting job and I've learned a lot. Most of it has been fun. I assure most of you who are faculty and not administrators to not become an administrator – I am very happy to going back to faculty<laughter>. But on a more serious note, what I really want to say is thanks to all of you! You guys robustly embraced a renewed sense of shared governance. I think we worked well collaboratively. Senate committees have stepped up their game and worked very hard to be proactive and to take positive steps to really make this work; because the reality is, there's a lot of things that have to function on deadline, so it always doesn't stop over the Summer. Thanks to you all! I think we really changed and I think things are functioning better. There's obviously room for continued improvement, but I think we have taken a step forward in the past two years. Again, thank you for working with me in the Provost's Office and for all the accomplishments.

[Applause]

Senator Anderson-Huang: Provost Barrett, would you please extend our support to your staff, our thanks?

Provost Barrett: I certainly will tomorrow.

President Humphrys: Soon, we are going to be wrapping up the 2015-16 Faculty Senate. Those of you who are either leaving or beginning, 2015-16 will end at election, but I would like to thank everyone on behalf of President Keith. She certainly expressed earlier her appreciation for the role that the senators

and Committees played in making this academic year successful . I know Quinetta was outside when she thanked her earlier, but we thank you so much Quinetta.

[Applause]

President Humphrys cont'd: So is there a motion to adjourn the 2015-16 last Senate meeting?

Senator Dowd: So moved.

Senator Molitor: Second.

President Humphrys: All in favor please say “aye.” Meeting adjourned at 5:35 p.m.

Those of you who are 2016-2017 senators, if you can remain sitting in your seats because we're going to pass out the clickers and start the election for this year's Executive Committee. I certainly say, thank you again.

What we're going to do is ask Executive Secretary Duhon to call the roll for 2016-17. This roll will be called by college.

AY2016-17 Present: Amal Said, Jenell Wittmer, Mary Humphrys, Holly Monsos, Brian Patrick, Sumitra Srinivasan, Mohammed Niamet, Patricia Relue, Brian Randolph, Cyndee Gruden, Vijaya Devabhaktuni, Lucinda Bouillon, Thomas McLoughlin, Amy Thompson, Lisa Kovach, Jerry Van Hoy, Linda Rouillard, Kati Thompson-Casado, Sara Lundquist, Michael Dowd, Gregory Gilchrist, Keith Crist, Beata Lecka-Czernik, Nikolai Modyanov, Jon Bjorkman, David Krantz, Sibylle Weck-Schwarz, Donald White, Edith Kippenhan, Jaclyn Lanham, Temeaka Grey, Scott Hall, Fred Williams, Diane Cappelletty, Michael Prior, Thomas Atwood, Lucy Duhon
Absent: Sonny Ariss, Kim Nigem, Christopher Burnett, Noela Haughton, Celia Regimbal, Kristen Keith, Sharon Barnes, Daniel Compora, Dan Nathan, Juan Jaume, Jodi Tinkel, James Willey, David Giovannucci, Sonia Najjar, Joan Duggan, Kris Brickman, Deepak Malhotra, Paul Schaefer, Jian Tian, Andrew Jorgensen, Sally Harmych, Gerald Thompson, James Oberlander, Janet Hoy, Glenn Sheldon

President Humphrys: Thank you, Executive Secretary Duhon. She is going to check to make sure we have a quorum. While she is doing that, I would like to thank Scott Molitor and Sibylle Weck-Schwarz for the great job they've done co-chairing the Elections Committee.

[Applause]

Past-Senator Molitor: I just want to thank Past-President Keith for bringing the elections to the 21st century <laughter>.

Executive Secretary Duhon: We have a quorum.

President Humphrys: Great. Well, welcome to the new senators and welcome back to the continuing senators. What we are going to do at this point is we are going to hold the elections for the members for the Faculty Senate Executive Committee. And just for a two-second background, the Executive

Committee does meet periodically during the Summer and then meets regularly during the academic year. Normally, we meet at least once-a-month with President Gaber and also with the provost. We are going to go according to the list that Past-President Keith sent out today and you can either be nominated and you'll be asked if you're interested in accepting that nomination or you can self-nominate. I looked at the former Minutes and I found that sometimes we asked for *seconds* to the nominations and sometimes we didn't.

Senator Dowd: We do need to *second* for each nomination.

Past-Senator Molitor: What we are going to do here is check the clickers. If you are a Health Science representative press "A" or Main Campus representative press "B."

Unknown Speaker: What if you press it twice.

Past-Senator Molitor: It will keep the last one that you pressed.

President Humphrys: First, we are going to start with the president-elect. This year they will serve as president-elect and then next year, they will become president. I am going to open up the floor for nominations.

Nominees: Senator Amy Thompson was nominated and willing to serve.

President Humphrys: Are there any other nominations?

Senator Rouillard: Move to close nominations.

Senator Dowd: Second.

President Humphrys: All in favor of closing the nominations, please signify by saying "aye." Any opposed? Any abstentions? *Nomination Closed.* There is only one person, therefore we are voting by acclamation. All in favor of Senator Thompson becoming president-elect please signify by saying "aye." Any opposed? Any abstentions? *Congratulations, Senator Thompson!*

[Applause]

President Humphrys: Okay. The next position we have is Executive Secretary of Faculty Senate. I open up the floor for nominations.

Nominees: Senator Duhon was nominated and willing to serve.

President Humphrys: Are there any other nominations?

Senator Cappelletty: Move to close nominations.

Senator Rouillard: Second.

President Humphrys: All in favor of closing the nominations please signify by saying "aye." Any opposed? Any abstentions? *Nomination Closed.* There is only one person, therefore we are voting by acclamation. All in favor of Senator Duhon becoming the executive secretary please signify by saying "aye." Any opposed? Any abstentions? *Congratulations, Senator Duhon!*

[Applause]

President Humphrys: Next, we have UT’s representative to the Ohio Faculty Council. Every university has a person that represents their institution and this role requires going to Columbus once a month. I open up the floor for nominees.

Nominees: Linda Rouillard was nominated and willing to serve.

President Humphrys: Are there any other nominations?

Senator Gray: Move to close nominations.

Senator Dowd: Second.

President Humphrys: All in favor of closing the nominations please signify by saying “aye.” Any opposed? Any abstentions? ***Nomination Closed.*** There is only one person, therefore we are voting by acclamation. All in favor of Senator Rouillard becoming UT’s representative to Ohio Faculty Council please signify by saying “aye.” Any opposed? Any abstentions? ***Congratulations, Senator Rouillard!***

[Applause]

President Humphrys: Now, we have the At-large representatives and this is important because only the senators who are from your campus can vote. However, anyone can nominate, am I correct on that?

Senator Dowd: Yes.

President Humphrys: All right. Well, we are going to start with the At-large representatives from the Health Science Campus. I open up the floor for nominees.

Nominees: Fred Williams was nominated and willing to serve.

Senator Dowd: Move to close nominations.

Senator Cappelletty: Second.

President Humphrys: All right. All in favor of closing the nominations please signify by saying “aye.” Any opposed? Any abstentions? ***Nomination Closed.*** There is only one person, therefore we are voting by acclamation. All in favor of Senator Williams becoming an At-large representative from the Health Science Campus please signify by saying “aye.” Any opposed? Any abstentions? ***Congratulations, Senator Williams!***

[Applause]

President Humphrys: We need one other representative from the Health Science Campus. I open up the floor for nominees.

Nominees: Temeaka Gray was nominated and willing to serve.

Senator Williams: Move to close nominations.

Senator Cappelletty: Second.

President Humphrys: All right. All in favor of closing the nominations please signify by saying “aye.” Any opposed? Any abstentions? ***Nomination Closed.*** There is only one person, therefore we are voting by acclamation. All in favor of Senator Gray becoming [one of the] At-large representatives from the

Health Science Campus please signify by saying “aye.” Any opposed? Any abstentions?
Congratulations, Senator Gray!

[Applause]

President Humphrys: So now, we are moving on to the Main Campus. It is the same thing, we need two representatives from the Main Campus to represent us. I open up the floor for nominations.

Nominees: Mike Dowd was nominated and willing to serve.

Senator Lundquist: Move to close nominations.

Senator Wittmer: Second.

President Humphrys: All right. All in favor of closing the nominations please signify by saying “aye.” Any opposed? Any abstentions? ***Nomination Closed.*** There is only one person, therefore we are voting by acclamation. All in favor of Senator Dowd becoming [one of the] At-large representatives from the Main Campus please signify by saying “aye.” Any opposed? Any abstentions? ***Congratulations, Senator Dowd!***

[Applause]

President Humphrys: Okay, we need one more Main Campus representative.

Nominees: Vijay Devabhaktuni was nominated and willing to serve.

Nominees: Patricia Relue was nominated and declined nomination

Nominees: Jerry Van Hoy was nominated and declined nomination

President Humphrys: Are there any other nominations?

Senator Thompson: Move to close nominations.

Unknown Speaker: Second.

President Humphrys: All right. All in favor of closing the nominations please signify by saying “aye.” Any opposed? Any abstentions? ***Nomination Closed.*** There is only one person, therefore we are voting on acclamation. All in favor of Senator Devabhaktuni becoming [one of the] At-large representatives from the Main Campus please signify by saying “aye.” Any opposed? Any abstentions? ***Congratulations, Senator Devabhaktuni!***

[Applause]

President Humphrys: The Faculty Senate Executive Committee will meet periodically over the Summer. I hope everyone has a great Summer and see you back here in the Fall. May I have a motion to adjourn? Meeting adjourned at 6:05 p.m.

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

Respectfully submitted by:
Lucy Duhon
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard
Faculty Senate Office Administrative Secretary.