Summary of Discussion

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

President Brakel: Welcome to the fourteenth Faculty Senate meeting of the 2019-2020 academic year. At this time, I will ask our Faculty Senate Executive Secretary Mark Templin to call the roll.

Present: Anderson, Bailey, Barnes, Bigioni, Brakel, Bruce, Case, Chou, Compora, Coulter-Harris, De le Serna, Dinnebeil, Dowd, Duggan, Edgington, Ferris, Frank, Garcia-Mata, Gibbs, Giovannucci, Gray, Gregory, Hall, Hammersley, Harmych, Heberle, Hefzy, Insch, Jayatissa, Kistner, Koch, Lammon, Lecka-Czernik, Lee, Longsdorf, Lundquist, Maloney, Menezes, Modyanov, Molitor, Murphy, Niamat, Nigem, Oberlander, Ohlinger, Ou, Pakulski, Park, Phillips, Ratnam, Reeves, Roseman, Rouillard, Schlageter, Schroeder, Sheldon, Steven, Stepkowski, Taylor, Templin Thompson-Casado, Tiwari, Wedding, Weldy, Welch

Excused absence:
Unexcused absence:

**[Please note, these Minutes are not verbatim due to recording malfunction] **

Senator Templin: We have a quorum.

President Brakel: Thank you. First off, I want to apologize to you for receiving multiple WebEx invitations from me yesterday. You have today's agenda before you, I'll entertain a motion to adopt this agenda.

Senator Tiwari: I move to accept.

Senator Kistner: Second.

President Brakel: Thank you. Is there any discussion? Hearing none. All in favor put, 'yes' in the checkbox. Any opposed? Any abstentions? ***Adoption of Agenda Passed.*** The Provost report is next on the agenda.

Provost Bjorkman: Good afternoon. The University of Toledo is a special place and the faculty at the University of Toledo are special people. On Monday, March 9th, we started spring break, and here we are, just 3 weeks later, our faculty and students have transitioned to remote learning. Only essential employees are on campus. These are unprecedented times, and we have had to take action in a fast-moving situation -- to do our best to protect faculty, staff and students during the coronavirus pandemic. Our faculty have worked hard to ensure instructional continuity for our students. I want to thank each of you, personally, for making this shift to remote learning in such a short time-frame. Whether using Blackboard, or Zoom, or WebEx, or Skype – you have found a way to reach our students so that they might continue their

education this semester. Our faculty have done this at the same time as having their own challenges of taking care of other family members, with K-12 schools closed and children at home, with day-care centers closing, and other personal and professional challenges. And yet, our faculty have, indeed, risen to the occasion. As your Provost, I couldn't be more proud of our faculty.

I would like to give you a few updates this afternoon - and most of this information on any policy changes have already been sent to you by email communications from my office. The residence halls are now empty of students, except for Parks Tower, which is housing approximately 120 students – and these are students who do not have other housing options at this time – including international students. Students are receiving "grab & go" meals to promote social distancing. The University Health Center is offering tele-health appointments to students who need medical advice, and is open for these tele-health appointments from Monday to Friday, 8 -5. The University's Counseling Center is also providing tele-health counseling for students. The Student Food Pantry on the main campus remains open. We continue to receive guidance from: the CDC, the Governor's Office, the Ohio Department of Health, and the Lucas County Department of Health. We also hold regular tele-conferences to share information and consult with the IUC and fellow provosts from universities across the state. Here at the University - early on - we also updated the University's Pandemic Preparedness Operations Guidelines, and established a University-wide Incident Command Team, which has been meeting regularly since February, and is working closely with the President, myself, and other members of the University's Senior Leadership Team.

I have an update on Grading options for students. In order to reduce pressure on students who are also adapting to remote learning, we have implemented a special Pass/No Credit grading option for this semester. We recently made some changes to this policy – based on feedback from faculty, students, and advisors:

- o All courses are now eligible for this grading option, including online courses that were 100% online since the start of the spring semester
- o Students now have until May 22nd to decide if they want to petition to change their grade to a PE/NE.
- o We sent out a message to all students that they should wait until their letter grade is posted – and then decide if they want to petition for the credit/no credit option.
- o The "Special Grade Option" form is currently available on the Registrar's website.

So we have a new deadline for Incomplete Grades from Fall 2019 semester. We have extended the deadline for "Incomplete" grades from fall 2019 semester to August 7, 2020. Again, these are measures we are taking to reduce pressure and support our students during this difficult time. Last week, I sent an email to all faculty with details on how we will be handling course evaluations for this spring semester. For this semester, we are suspending the normal course evaluations. We want to ensure that faculty are not penalized by negative feedback due to the extreme circumstances this semester. We do, however, want to receive feedback from our students, and so the course evaluations this semester will focus on 4 questions regarding what went well, and what didn't go well – in relation to student learning. The feedback generated will not be required to be submitted in any faculty evaluation or dossier related to teaching in spring 2020. A copy of this email to faculty with a list of the 4 course evaluation questions is posted on the Provost's Office website. There have been many questions from faculty related to how the pandemic will impact the tenure and promotion process. In the email that I sent out last week (March 26) to all faculty, I noted that any pre-tenured faculty member who feels that they have experienced "extraordinary professional circumstances due to external factors out of the faculty member's control and may need extra time before submitting their materials for tenure and promotion" should follow our

current process outlined in the Collective Bargaining Agreement (CBA 8.1 & 8.2). The CBA provides information on the process for requesting an extension of the probationary period. I have posted this email communication to faculty on the Provost's Office website. On March 20th, Vice President for Research, Frank Calzonetti, and I, sent out an email to all faculty with information on the shutting down of non-essential research at the University. The Office of Research and Sponsored Programs has posted this information and guidelines on their web site. I have also posted a link to this information on the Provost's Office website. In addition, only essential research personnel may have access to laboratories where critical research is underway – and faculty are required to report the list of essential employees to the Office of Research. As hard as it is to put research "on pause," slowing the spread of the corona-virus is the most important thing to do, right now. Social distancing is critical at this time, in order to mitigate the spread of the corona-virus, and it is important that only essential employees are on campus – and the list of essential research personnel must be approved by your chair and dean, and provided to the Office of Research. I also want to emphasize, that graduate students should not be required to work in the labs, and should not be on the list of essential research personnel. If you have questions, please email staff in the Office of Research and Sponsored programs, they will get back to you – they are working remotely, but are accessible by email – and their website provides very thorough information on research shutdowns and protocols for research that is deemed critical and essential.

I do want to mention that a communication to faculty will be going out shortly, regarding moving our Summer Courses to online learning. Information will be sent out shortly from my office – I am working with the deans right now to implement plans for the Summer Session.

We have also been exploring the possibility of holding a "Virtual Commencement." A decision will be made soon - we have been hearing from many of our students, and we are looking at some very creative, innovative options to recognize our students' achievements - and to celebrate with them and their families and loved ones.

In closing my remarks today, I want to encourage our faculty to try to be as flexible as possible, as we work with students during this challenging semester. Our student success coaches, and advisors, are doing an incredible job in providing tutoring, advising, and other support services for our students.   At the University's corona-virus home page, which can be linked from the Provost's website, click on "Student Success" and there is information on the support services that we are providing for student learning, and other needs. I also encourage you to go to the University Teaching Center's website for resources related to remote learning and other resources designed to support faculty during this difficult period. Please email the University Teaching Center staff, or me – at provost@utoledo.edu - at any time, with any questions or concerns that you may have. We are here to support our faculty, and I know that my team in the Provost's Office is working around the clock to offer support to faculty, students, and staff.

I am also holding regular tele-conference calls with the deans - and there will be a WebEx tele-meeting of the Chairs Roundtable group with members of the Provost's Office Staff, later this week. I also have regular tele-conferences with our Student Government leaders. I want to thank our IT staff for their tremendous help - as we move forward with instructional and operational continuity at the University. The IT Help Desk is still taking calls, and I am told that during the month of March, over 5,000 WebEx meetings have taken place - and that they anticipate approximately 8,000 WebEx meetings will take place during the month of April.

And finally, let me repeat once more, that I am extremely grateful, and humbled, to serve as your Provost, and proud to be a member of this extra-ordinary community of scholars. Thank you, Dr. Brakel, I would be happy to answer any questions.

President Brakel: Any questions for the Provost? Thank you, Provost Bojorkman. Next on the agenda is the Academic Programs Committee.

Senator Bigioni: Thank you, President Brakel. Today's list is fairly short. There are nine course modifications and five new programs to present to you. We are going to start with the first program modification, which is a BA in Geography, Urban and Regional Planning Concentration. The summary is "To reduce total degree hours from 124 to 120."

The second program modification is a BA in Geography, Human and Environmental Geography Concentration. The summary is "To reduce total degree hours from 124 to 120."

The next program modification is a BA in Geography, Geography Information Science & Technology Concentration. The summary is "To reduce total hours from 124 to 120."

The next program modification is Law and Social Thoughts, BA. This summary is "To reduce the degree program requirements from 124 credit hours to 120 credit hours."

The next program modification is Law and Social Thought, Minor. The summary of this program modification is "One course requirement is being removed to reduce the minor credit hours to 18 (from 21).

The next modification is Japanese, Minor. The summary is to "Revise the minor to include JAPN 2140 and JAPN 2150 within the 22 hours."

Then we have French, BA. This program modification summary is "Reduce credit hours for major 34 -30; reduce the required course and replace with electives."

The next program modification is a BS in Respiratory Care. The summary is "We have proposed a course modification for RCBS 323o to decrease by 1 credit hour and a new course proposal for RCBS 3200 Introduction to Critical Care. This program modification reflects those changes if they are approved."

Then we have a new program, a Minor in Computer Science. The rationale is "Replacing an existing Computer Science and Engineering (CSE) minor that was very demanding and did not attract many students. The CSE minor is being broken up into two smaller minors, one for Computer Science and one for Compute Engineering."

The next new program is a Minor in Theatre Design & Technology. The rationale is "The department has decided that having a more specific set of Minors will help attract students into our program."

The next new program is Theatre, BA – Theatre Arts Concentration. The rationale is "Our two existing concentrations are discipline specific and we want to have a third option that would allow for a student to have more flexibility if their focus falls between the two current concentrations."

Then we have a new program, Community Arts Education. The rationale is "Currently, no program linking the specific needs of Community Arts Education exists in Northwest Ohio or the surrounds. Students continue to express interest in a program minor that will allow them to move into the education and non-profit community not associated with the traditional K-12 track. Additionally, this minor will prepare students for graduate study in the area of Art Therapy, a highly specialized and focused field. In this program students explore community arts education through the lens of disability culture and the media's therapeutic applications. The focus of the minor is on how to build a community of practice through collaboration and interaction by addressing common issues within a community, and the coursework includes a blend of theory, observation, and practice."

Finally, there is Data Analytics in Economics concentration – Economics, BA. The rationale is "The Harvard Business Review dedicated an entire issue to data science/data analytics (Davenport and Patil, 2017). Forbes reported a huge gap in those with the necessary skills to perform beginning-to-end data analysis. Marchand and Peppard (2017) recommend that data and analytics require people that are trained in the social sciences in order to effectively develop and utilize the data that they are able to access."

Senator Bigioni: Are there any questions?

President Brakel: Call the question.

Senator Bigioni: Okay, let put it to a vote. Please put 'yes' in the chat if you approve the course modifications and new programs, or 'no' if you don't, or 'a' for abstain.

President Brakel: That looks like that has passed. *Motion Passed.* Next is the Undergraduate Curriculum Committee, Chair Edgington.

Senator Edgington: Okay, we have five new course proposals and twenty-five course modifications. We are going to start with the new course proposals. The first course proposal is **EMS 1220, Emergency Medical Technician 1,** "Emergency Medical Technicians are entry level health care providers of emergency medical services. EMTs are clinicians, trained to respond quickly to emergency situations regarding medical issues, traumatic injuries and accident scenes. This course provides fundamental knowledge and training across the breadth of Emergency Medical Services (EMS).This is part one of 3 sections needed for licensure. Successful completion of EMT-B1, EMT B2 and EMT Field Experience courses makes student eligible for state and national certification."

The second new course proposal is **EMS 1300, Anatomy and Physiology for the Prehospital Provider.** "The systemic approach to anatomy and physiology is presented to the student. The knowledge is a fundamental portion of the education of any health care provider and is paramount for successful practice as an EMS provider. Under the current national paramedic curriculum, it has become necessary to expose students to a broader range of information. It will be the focus of this course to better equip the student with structure and function of the human body that will allow a student to recognize the homeostatic state."

Then we have **EMS 1340, Anatomy and Physiology for the Prehospital Provider N/C.** "The systemic approach to anatomy and physiology is presented to the student. The knowledge is a fundamental portion of the education of any health care provider and is paramount for successful practice as an EMS provider. Under the current national paramedic curriculum, it has become necessary to expose students to a broader range of information. It will be the focus of this course to better equip the student with structure and function of the human body that will allow a student to recognize the homeostatic state."

Next is **EMS 1230, Emergency Medical Technician Basic 2**. "Emergency Medical Technicians are entry level health care providers of emergency medical services. EMTs are clinicians, trained to respond quickly to emergency situations regarding medical issues, traumatic injuries and accident scenes. This course provides fundamental knowledge and training across the breadth of Emergency Medical Services (EMS).This is part two of 3 courses needed for licensure. Successful completion of EMT-B1, EMT B2 and EMT Field Experience courses makes student eligible for state and national certification. "

Next is **EMS 1240, Emergency Medical Technician Field Experience.** "Emergency Medical Technicians are entry level health care providers of emergency medical services. EMTs are clinicians, trained to respond quickly to emergency situations regarding medical issues, traumatic injuries and accident scenes. This course provides fundamental knowledge and training across the breadth of

Emergency Medical Services (EMS).This is part 3 of 3 sections needed for licensure. This is to be arranged with instructors and clinical coordinator during EMT-B1 OR EMT-B2. Successful completion of EMT-B1, EMT B2 and EMT Field Experience courses makes student eligible for state and national certification."

Then we have the 25 course modifications. The first is **CHEE 2230, Chemical Engineering Thermodynamics I.** "New Prereqs: MATH 1860 and CHEM 1240. (NOTE: Change made to improve access)"

Next is **CHEE 2320, Chemical Engineering Thermodynamics.** "Modified Prereqs (addition of CHEE 2010 and CHEM 1240). NOTE: done to ensure chemistry and chemical engineering preparation consistent.)

Then we have **CHEE 4520, Chemical Process Economics and Design.** "Modified Prereqs (addition of CHEE 3940 Co-op Experience). (NOTE: Check point needed as 3 co-op rotations needed to graduate. Starting senior classes without at least 1 co-op delays graduation.)"

Then there's **CHEE 3300, Reactor Engineering and Design.** "Modified Prereqs (addition of CHEM 2410 and MATH 2850). (NOTE: Consistent math and chemistry preparation lacking)"

Next is **CHEE 3120, Mass Transfer.** "Modified Prereqs (addition of MATH 2850). (NOTE: Need for consistent mathematics preparation)."

Next is **CHEE 2110, Process Fluid Mechanics.** "Modified Prereqs (addition of MATH 1860). (NOTE: Loophole of previous co-req not being completed.)"

Next is **ENGT 3010, Applied Statistics and Design of Experiments.** "Modified prereqs (MATH 2460 Minimum Grade of C- or MATH 1860 Minimum Grade of C- or MATH 1730 Minimum Grade of C-)"

BUAD 2020, Information Technology Management. "Modified Prereqs (BUAD 1020 OR CMPT 1100). (NOTE: CMPT 1100 is an equivalent course to BUAD 1020)"

BUAD 2060, Business Statistics. "Modified Prereqs (see proposal for full list; addition of MATH 1850 as option. (NOTE: Math 1850 also satisfies are math pre-req for this course)"

BUAD 3020, Principles of Manufacturing and Service. "Modified Prereqs (BUAD 2060 OR MATH 2600)."

MSL 4010, The Army Officer. "New Prereq (Open for ROTC Cadets that have completed both MSL 3010 and MSL 3020). (NOTE: Content from MSL 3010 - Training Management and MSL 3020 - Leadership in Small Unit Ops. must be successfully completed for students to perform at the required level in MSL 4010 - The Army Officer)"

PSC 3240, African-American Politics. "Request to reactivate. Change from Recitation to Lecture and Seminar hours. Change to catalog description. Request for Diversity US Core Curriculum status. (NOTE: The course was previously taught by faculty who retired. It is being reactivated for new faculty qualified to teach the subject matter)."

Then we have **PSC 2660, Politics in Africa.** "Request to reactivate. Change to course name (African Politics). Change to long and short titles. Change to lecture and seminar. Request for Non-US Diversity Core Curriculum status. (NOTE: This course is being reactivated to enhance the department's

comparative politics offerings at the 2000 level. Students should have greater exposure to the diverse countries in Africa.)"

PHIL 2000, World Philosophies. "Requesting Non-US Diversity Core Curriculum status."

Next is **ENGL 2770, American Minority Writers.** " Change to course title (Ethnic American Literature). Change to long and short titles. Change to catalog description. (NOTE: We are changing the course's name to shift the focus to literature rather than the writers themselves, especially as the course isn't necessarily about the writers' biographies. Also, this name change brings the course's title in line with the language used by the main scholarly organization in the field of Ethnic American Literature, MELUS (Multi-Ethnic Literature of the US). However, we kept "American" in the title to maintain continuity with the previous course.")"

DST 4500, Asylums, Prisons, and Total Institutions. "Change to the catalog description. (NOTE: Only change made was to rewrite course description so that it did not refer to a professor no longer at the University of Toledo.)"

DST 3100, Disability and Chronic Illness. "Course not previously connected to DST in the CIM."

DST 3030, Disability Culture. "Change in credit hours from Other to Lecture. No prereq for course. Change to CIP Code (NOTE: Mistakes in prior catalogue information.)"

DST 2020, Introduction to Disability Studies. "Change to catalog description. (NOTE: The only change made is to delete "Not for credit in the minor" from the course description. This course does count for credit in the DST minor.)"

COMM 3800 (formerly 3290), Content Management. "Course and Number Change (COMM 3800 Social Media 3 Content Management). Change to long and short title. Change from lecture to seminar. New Prereq (COMM 3500). Change to CIP Code. (NOTE: This course is the next progress course following COMM 2500 Social Media 1 and COMM 3500 Social Media 2 and we'd like a course number that will then follow)"

COMM 2180, Media Producing and Performance. "New prereq: Students must be an MCOM major to register for course. Any students majoring in Communication Studies or minoring in Communication must receive instructor approval to register. (NOTE: Students need this course to move on in the major, but due to limited seats, Majors were being closed out of the course due to Communication Studies and minors registering first.)"

COMM 4100, Multimedia Journalism. "Change to prereqs (addition of COMM 2130). Request for WAC eligibility. (NOTE: Students need the foundation writing course COMM 2130 to be successful in this class)"

EMS 1310, Paramedic I. "Change to credit hours (from 8 to 10--4 lecture, 4 lab, 2 other). Offered in Fall. New prerequisite: Students must have current AHA CPR certification. Must have current Ohio EMT-Basic certification in good standing."

EMS 1320, Paramedic II. "Change to credit hours (from 9 to 10--4 lecture, 4 lab, 2 other). Offered in Spring. Course not repeatable for credit. New prerequisite: uccessful completion of EMS 1310 Paramedic I with a grade of 80%/C or better. Course does not offer out of state experience. Change to CIP Code. (NOTE: updated curriculum in alignment with Ohio CTAG)"

EMS 1330, Paramedic III. "Change to credit hours (from 7 to 10--4 lecture, 4 lab, 2 other). Offered in Summer. Course is not repeatable for credit. New prereq: Successful completion of EMS 1320 Paramedic II with a grade of 80%/C or better. Change to CIP Code. (NOTE: Increased lab and field experience hours. Updated curriculum in alignment with Ohio state CTAG.)"

Senator Edgington con't: Are there any questions?

President Brakel: Call the question.

Senator Edgington: Please put yes in the chat if you approve the new courses and modifications, no or abstain.

President Brakel: That looks like that has passed. ***Motion Passed***. Thank you, Senator Edgington. So next is a discussion regarding emeritus faculty. I am going to bring up the draft:

Process to Obtain Emeriti Status for Retiring Faculty

1) Department Chair originates a memo to the College Dean requesting emeritus status for retiring faculty member. The memo should highlight the justification for the emeritus status. Requests for emeritus status may also originate from the retiring faculty member, or faculty in the department of the retiring faculty member.
   a. Attach a draft of the text for the emeritus citation. The word count should not exceed 300 words, and be created in a Word document using 11 point, Calibri font. A sample citation can be found on the Office of the Provost website at https://www.utoledo.edu/offices/provost/Professor%20Emeritus.html.
   b. Attach the original completed Academic Personnel Action form (APA) Main Campus OR the Appointment/Change of Status Form Health Science Campus. Change the Title to *Professor Emeritus or Emerita* (depending on rank at time of retirement). Put $0.00 in the compensation, and the start date is the Board of Trustees (BOT) meeting date the Emeritus title becomes effective.
   c. Attach any other memos of "Endorsement" as desired.
   d. Should the Department Chair not support the request, the Chair should originate a memo to the retiring faculty member denying the request, and the rationale for the denial.
   e. The retiring faculty member has the right to appeal the denial to the College Dean.

2) The College Dean originates a memo to the Provost supporting the emeritus status. Forward the packet no later than the due date per the *Academic Personnel Calendar* to the Office of the Provost, MS 939, and email a copy to provostoffice@utoledo.edu. The packet includes:
   a. Department Chair Memo
   b. Draft text of emeritus citation, with any Dean edits
   c. Curriculum Vitae of retiring faculty member
   d. APA OR Change of Status Form to change the title
   e. Should the College Dean not support the request, the College Dean should originate a memo to the retiring faculty member and the Department Chair denying the request, and the rationale for the denial.
   f. The retiring faculty member has the right to appeal the denial to the Provost.

3) The Provost originates a memo to the College Dean supporting the request for emeritus citation, or signs "Approved" on the Dean memo.

    a. Provost should include any edits to the draft citation

    b. If the request is denied, the Provost originates a memo to the retiring faculty member and the College Dean and returns packet, with the rationale for denial.

    c. The retiring faculty member has the right to appeal the denial to the President. The President's decision is final and cannot be appealed.

    d. If the request is denied, the following steps do not apply.

4) A copy of the Provost approval memo and the packet is given to the Office of Academic Finance and Faculty Administration for reporting and approval on the Academic Personnel Action Report at the next possible BOT meeting. Emeritus status is only approved at the December or June BOT meeting.

    a. The packet is held by this office until it goes to the BOT.

5) Once BOT Approved, the Office of Academic Finance and Faculty Administration will:

    a. Forward the APA to HR-Data Entry for the title to be changed in Banner

    b. Ensure the Banner Emeritus Box on PEAFACT is checked and title updated

    c. Create two official emeriti citations

    d. Place copies in faculty personnel file

    e. Update listing on Emeritus website

6) Once the certificates are created and printed, Provost Office will forward to the Office of the President for signatures.

7) Once signed by both, BOT Chairman and University President, the original, official citations are to be returned to the Office of Academic Finance and Faculty Administration.

8) The Office of Academic Finance and Faculty Administration in the Provost Office will:

    a. Retain a photo copy of signed citation in the faculty members official University personnel file.

    b. Return signed original, official citations to the College Dean's Office.

9) The College Dean and the Department Chair will arrange for presentation of the official citation to the faculty member. The college will retain a copy for college files.

    a. The College may wish to have the citation framed

The Emeriti Policy, Policy #3364-72-08, is located on the University Policy website at http://www.utoledo.edu/policies/index.html.

For questions regarding this document, or the emeritus process, please contact the Office of the Provost at 419.530.2738 or provostoffice@utoledo.edu

President Brakel: Any discussion? Okay, next on the agenda are Items from the Floor. Hearing none. May I have a motion to adjourn? Meeting adjourned at 6:00 p.m.

Respectfully submitted,
Kim Nigem   Tape summary: Quinetta Hubbard
Faculty Senate Executive Secretary   Faculty Senate Administrative Secretary