

**THE UNIVERSITY OF TOLEDO**  
**Minutes of the Faculty Senate Meeting of August 30, 2011**  
**FACULTY SENATE**

<http://www.utoledo.edu/facsenate> Approved @ FS Mtg. on 9-13-2011

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**HIGHLIGHTS**

Dr. Alvin Compaan: Dr. Frank J. Calzonetti

Dr. Amy Allen: The University Core

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**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 Lawrence Anderson** called the meeting to order, **Lucy Duhon**, Executive Secretary, called the roll.

***I. Roll Call: 2011-2012 Senators:***

**Present:** Anderson, Batten, Brickman, Cappelletty, Cavalier, Chesney, Cooper, Crist, Cuckovic, Dowd, Duggan, Duhon, Ellis, Franchetti, Giovannucci, Hamer, Heberle, Hewitt, Hey, Hoblet, Hottell, Humphrys, Kistner, Kranz, LeBlanc, Lee, Lingan, Lipman, Lundquist, Mason, Molitor, Moore, Moore, Moynihan, Nandkeolyar, Ohlinger, Peseckis, Plenefisch, Powers, Randolph, Regimbal, Rouillard, , Solocha, Teclehaimanot, Templin, Thompson, Thompson-Casado, Tinkel, Weck-Schwarz, Wedding, White, Yonker

**Excused absences:** Hammersley, Malhotra, Piazza, Sheldon, Shriner, Slutsky, Willey

**Unexcused absences:** Dismukes, Hill, Hornbeck, Nazzal, Rooney, Skeel, Wilson

***II. Approval of Minutes:*** Minutes from the April 26<sup>th</sup> meeting are ready for approval.

***III. Executive Committee Report:***

**President Anderson:** I am calling the meeting to order. Welcome all to the first Faculty Senate meeting of academic year 2011-2012.

To start the meeting, I request Secretary Duhon to call the roll.

Minutes from the April 26<sup>th</sup> meeting were sent yesterday for your review. May I have a motion for approval of the minutes? Second? All in favor? Any opposed? Please let the record show the Minutes from April 26<sup>th</sup> meeting have been approved.

I am going to ask everyone to please introduce yourselves by name and college.

This year will be very important for the Senate: we will make long lasting changes to the undergraduate curriculum, we will have a variety of program changes to process, we will be revising our constitution, and we will be participating in the Higher Learning Commission accreditation process among many other activities. And that's only in the first week! So, please take your position as a Senator very seriously: talk to your constituents and bring their concerns to our attention. Keep them informed of what is happening here.

Before we continue with the agenda, I want to remind you that the Higher Learning Commission Self-Study report is available online. Penny Poplin Gosetti has a handout detailing access. It is very important that we all read this report. There is still some time to make small revisions if you see something necessary to change. More importantly, we as senators need to be aware of the content of this document,

both for our own learning, and for our likely sessions with the Commission team on their visit in February.

Even though a full summer has passed by, I will keep the Executive Committee Report very short. We have had regular meetings with Chancellor Gold and Provost McMillen throughout the summer, and have instituted bi-weekly conversations with President Jacobs. At these sessions, we have covered a variety of topics, but mostly have used the time to express concerns and suggestions to the administration, and hear of their concerns for us. Several Log Items have been proposed for the Senate Executive committee to address. All Log Items are available on the Senate web page. One thing I do want to bring to your attention are the policy proposals on the policy review page at [http://www.utoledo.edu/policies/draft\\_policies/index.html](http://www.utoledo.edu/policies/draft_policies/index.html) . Particularly review the 17 Undergraduate Academic Policies. These policies are condensed from a variety of pre-existing policies and they are all revisions of one form or another and they include the policies of academic dishonesty etc. All faculty and students should be aware of them, and some mention of them should be listed on all course syllabi. So the students will know for an example, how to have a grievance procedure, how they substitute grades, what the faculty member restrictions are on academic dishonesty and how a faculty member has to treat academic dishonesty. Those are very important for us as faculty and for our students. There is also a new policy on faculty workload agreements up for comment. This new policy came out of a conversation among the twelve or so active faculty with the president and it is going in the right direction of redefining the authority for determining the course equivalencies of the workload, putting that back into the colleges. Therefore, each college will be able to define what a workload is and what constitutes an agreement to a credit hour of face-to-face teaching. We think this is very important as a way of decentralizing some of the administrative actions that have been taking place here.

I will now turn over the podium to Senator Dowd, for a report on Committees.

**Senator Dowd:** I have just a quick update. President Anderson appointed me to Chair the Committees on Committees. Please don't laugh because I heard every joke about the name of that committee. The Committees on Committees appoints all the members to all of the Senate committees. We also make Senate appointments to some of the University's committees. This is an important committee and I hope to have it seated hopefully by the end of this week. About half of the people I have contacted have agreed to serve on that committee. I truly hope to have the committee meet or at least to discuss issues via e-mail by the next week or so. The way the Committee on Committees has worked in the past, we will review the list of Senators for each college and make appointments based on experience and expertise. However, if no one volunteers for a committee and we do not have information about experience and expertise, we are forced to pick someone from a college regardless of whether they have knowledge in the area or not. So, Quinetta, the secretary to Faculty Senate, will send each Senator a signup sheet so you can indicate your preferences for which committee you would like to serve on. We can appoint non-Senators to committees, but our preference is to always appoint Senators first. If you would, please respond quickly to that request. Please just list one or two committees according to your preferences.

**Senator Molitor:** I think some of us received this over the summer and responded. If we have already responded do we need to respond again?

**Senator Dowd:** Quinetta has been keeping track of the responses we have received, but it wouldn't hurt to respond again.

**Senator Molitor:** Okay.

**Senator Dowd:** I would greatly appreciate a prompt response from each Senator. Are there any other questions? Thank you.

**President Anderson:** Next on the agenda we have a special tribute to Dr. Frank Calzonetti and Alvin Compaan will be giving a very brief commentary. We can do that first, and then we will have a resolution that we propose.

**Alvin Compaan:** Thank you, President Anderson. I am going to give you a little background of this. I know you are very busy today so let me be quick. I didn't introduce myself because I am a guest here today. It's a great honor and pleasure to be asked to introduce this citation for Dr. Calzonetti.

I'd like to begin with a little bit of history. It was back on March 3, 2000, that I received a request from the Provost to Chair the Search Committee for a new Vice Provost for Research. That search committee received its charge by then Provost Henry Moon under the Presidency of Vic Kapoor. (Remember them?) The search committee consisted of 10 faculty and staff. Only two still remain on campus, including myself.

It was on May 8 and 9, 2000, that Frank interviewed on campus and was followed by a candidate strongly recommended by Pres. Kapoor. The committee recommended one candidate, Frank Calzonetti. In early June, the administration contacted Frank to return to campus for a visit to finalize details of the offer. On June 4, Frank set out to the airport to come to Toledo and meet with the Provost and President. However, while driving to the airport, Frank received an urgent phone call to turn back; Kapoor had just resigned!

It was then the committee's responsibility to try to keep Frank on the hook. Fortunately, on June 29, Frank did return to campus at the invitation of by then Interim President Bill Decatur and Interim Provost Bill Free. Also fortunately, somewhere along this chain of events and discussions, a commitment was given to Frank not to break up the Office of Research and divest its functions to the Colleges, as Kapoor had been planning to do. This was a wise decision, in my opinion. Even better was the fact that in October 2000 Frank joined UT as its Vice Provost for Research.

Now in September, 2000, Bill Free had appointed a Research Task Force to respond to Ohio's science, technology, and economic development initiative. After Frank's arrival he soon assumed responsibility for directing this RTF and in subsequent years he called for at least two other Research Enhancement Task Forces. These task forces reflected Frank's conviction that research initiatives should emerge from a faculty-driven process. Of course, he played always an important role in keeping the process moving and in helping to stimulate faculty thinking about these collaborative research enterprises.

Another of the important initiatives along the lines of promoting faculty collaborations was, I believe, entirely the idea of Frank. This was the hiring in 2001 of the Van Scoyoc firm in D.C. to represent UT for Congressionally Directed Funding. Such CDF funds have played an important role in helping to build collaborative efforts among faculty and in strengthening the research infrastructure at UT. The CDF funding amounts have also been quite significant and have given a strong boost to the federally sponsored research funding totals.

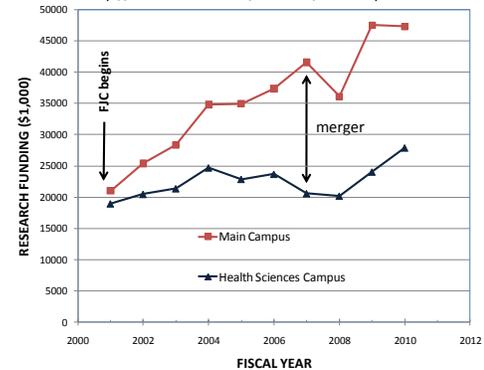
One indication of the influence of Frank Calzonetti on the growth of research at UT is the graph of sponsored research funding shown here. One should be careful not to draw too many conclusions from a graph like this and above all the growth reflects the diligent efforts of all the faculty who write the proposals and the faculty and graduate and undergraduate students who do the research. It also reflects support from the administration. But I submit that the overall trend showing the remarkable growth of funding on the Main Campus during the Calzonetti years, is a tribute to Frank. After the merger of UT and MUO at the beginning of fiscal 2007, Frank as Vice President for Research Development, was responsible for both the Main and Health Sciences Campuses. The data for this graph come from the UT Research and Sponsored Programs web site. (Starting with FY2007, I tracked departments according their original campuses.) I think the positive influence of V.P. Calzonetti is also now beginning to show up in the Health Science Campus funding record.

Frank's influence has been felt in the formation of or assistance to many different centers, programs, and organizations on and off campus. Some that come to mind (inevitably a parochial list from my point of view) are: LERC, UCEAO, ORSP, Lab Incubation Center, Clean and Alternative Energy Incubator, Nitschke Technology Commercialization Complex, PVIC, Intermodal Transportation Institute, PTAC, OBR Research Incentive, Technology Transfer, Center for Drug Design and Development, Graduate Council, Research Council. Frank has also been the P.I. on some important grants; two that I am aware of are: NSF: Partnership for Innovation "Northwest Ohio Partnership on Alternative Energy Systems" (regarded by NSF as a major success of the program), and NSF-PFI: "An Innovative Model for a New Advanced Energy Workforce" which is currently active.

In conclusion, I'd like to say that it has been my privilege and pleasure to have been able to work with Frank for several years; to learn from his example of: unbounded energy, multitasking while maintaining focus, broad inclusivity, and most of all, rock solid integrity. I know for certain that The University of Toledo is a much better institution because of the talents and hard work of Frank Calzonetti. We need his continuing engagement.

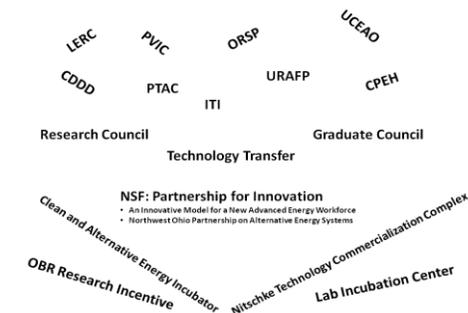
### Research Funding at UT (FY2001-2010)

Data from: <http://www.utoledo.edu/research/NewsReports.html>



N.B.: post-merger departments were tracked with original campus after FY2006

### Powerpoint, Slide 2



**President Anderson:** Thank you. We have a resolution. This resolution comes from the Executive Committee so it does not need a formal presentation other than reading it. This is a resolution of recognition to Dr. Frank Calzonetti. The resolution states the following:

**“RESOLUTION of RECOGNITION for Dr. Frank J. Calzonetti.**

**WHEREAS**, Dr. Frank J. Calzonetti, Professor of Geography, has served research at the University of Toledo from his appointment as the Vice Provost for Research on the University of Toledo Main Campus in October 2000 through his service as Vice President for Research Development until June, 2011.

**WHEREAS**, Dr. Calzonetti was responsible for the development of new research initiatives, strategic research development planning, technology transfer and research commercialization, faculty spin-off companies, the UT Clean and Alternative Energy Incubator, economic development, and congressional initiatives in support of research.

**WHEREAS**, under his guidance, annual research awards rose from 297 for a total of \$19M in FY01 (on the Main Campus) to 508 for a total of \$75M in FY10.

**WHEREAS**, he is the author of three books on energy facility siting and over 40 refereed journal articles in the areas of energy facility siting, industrial location and regional development.

**WHEREAS**, he also was the principal investigator and project manager of over \$12 million in research funding from the National Science Foundation, NASA, Army Research Office, Argonne National Laboratory, Oak Ridge

National Laboratory, U.S. Department of Energy, U.S. Department of Commerce, American Electric Power Service Corporation, and State of West Virginia as well as the co-PI on projects totaling about \$1 million from the National Science Foundation, Appalachian Regional Commission, and State of West Virginia.

**NOW, THEREFORE, BE IT RESOLVED**, by the Faculty Senate of the University of Toledo:

1. That it expresses its deep and sincere appreciation to Dr. Frank J. Calzonetti for his service to the University of Toledo and wishes him well in his position as UT's Vice President for Government Relations and all future endeavors.
2. That a copy of this resolution be entered into the minutes of this body, and a copy be delivered to Dr. Calzonetti as a token of the high regard and warm appreciation that the Faculty Senate feels for him.

Is there any discussion about this resolution?

[Standing Ovation]

**Dr. Calzonetti:** I want to thank you. I know you all are pretty busy. But I don't think there was a time that I ever had anything like this before. This is unbelievable and I am very thankful for this unexpected recognition. I do want to synthesize what Al said about faculty, you really do need to have faculty leadership with all of these projects that we are talking about: The Faculty..., and the Faculty Leaders really have the expertise to make something happen and they help deliver these projects successfully. In fact, I cannot do any of this without Faculty Leadership. Any time we start with an initiative, even if it's just me or some other people in my position saying "we can do this or we can do that," we are not going to go anywhere without strong faculty leadership. The depth of expertise on this campus is unbelievable. When I came here for an interview I was really surprised by the things I saw on this campus and it has grown since then. It's your loyalty and not only that, but I have always found cooperation to work hard and working with others. The merger with the former Medical University of Ohio merged people together. So again, thank you very much. Lawrence and the Executive Committee, I really appreciate this. Thank you.

**President Anderson:** Alright, we have to vote on the resolution. All in favor of this resolution in honor of Dr. Calzonetti please agree by saying "aye"

**Senators:** "Aye"

**President Anderson:** If any oppose, please say "nay." Thank you. Please have the Minutes record that the resolution has passed unanimously. *Motion Passed.*

**Senator Hottell:** Can I say something?

**President Anderson:** Of course you can say something.

**Senator Hottell:** I would like to also have the record show that Dr. Calzonetti did a great deal to help fund research in the usually underfunded areas. I am a scholar in the Humanities and, as you may know, even University Presses are starting to charge subsidies for publication, editing, indexing. Dr. Calzonetti started a new program to help defray the costs of these charges. This kind of support is very important to a university's research output, although it does not show up in the charts and numbers provided for major funding.

**President Anderson:** Alright, we will now move forward on the agenda to the University's core and Amy Allen will be our presenter. She is the convener on the Senate Committee and has been discussing this problem. So, this is what the index cards are for; at the end of the discussion if you have questions that are not answered or concerns that are not answered, or you have constituents that have expressed to you that you would want brought forward, please write them on the index card and we will collect those

cards at the end of the meeting. We will try to address your concerns at a later session of the Senate or by direct e-mail, or whatever other means we have. I also want to say that the reason why you do not have a moc-moc in front of you today in the form of President Jacobs or the Chair of the Board of Trustees , Carroll Ashley is because we decided to devote this session almost exclusively to this context of the University's core proposing. And that is fully appreciated by the administration for us doing that. I am going to turn this over to Amy.

**Amy Allen:** My name is Dr. Amy Allen and I am also in the College of Judith Herb Education and Health Sciences and Human Services. I wish it was as easy to say as "LLSS," but we have not gotten that far. I am here representing the committee that did this work. It was not just me; I was invited to be on this committee during the summer months as were many others. Many individuals said "yes" and many said "no, thank you." Those of you who worked together during the summer please stand up so those of you will know who you are: Paul, Sara, Mary, Dave, Susan, and Lawrence. We had lots and lots of meetings over the course of the summer. I just want to tell you how the process went. We met as a group just as Faculty Senate, and then we will meet periodically with the Provost group to check in to make sure if we were all on the same wavelength. We had concerns to express to them and they had concerns to express to us and then we will go off to meet on our own again to try to patch some of this out. So, this is just some basics for today. I know Lawrence has already talked about the index cards; it is not that we do not want questions today, but we are hoping for just some clarifying questions. The big picture, kind of debatable questions will come in at a later date. Right now we just want to get this information out so that way it is in everybody's head, so we can start wrapping our heads around the whole idea. I want to ask that you try to suspend your thinking about how things are, which is really hard to do, we get that; because having to think about what things might be. So, if you can be open about the different terms that you are going to hear us use that will be great. Also one big concern that has already come up about current students. We felt a need to let everybody know at the front end that current students will not be held accountable for any of this. There will not be any major changes in current students programs. If it is approved, this will not go into effect until fall of 2012. So, we can take that concern off of the table because I know it is a big one for a lot of people. This is just some more background and this may be information that you already know, but to kind of paint the picture to where we are in this whole process: Undergrad degrees at the University of Toledo are about 120 credit hours. I said this morning in a meeting that they were about 120 degrees. In July they were about 120 degrees, but they are about 120 credit hours. The State of Ohio requires that of those 120 credit hours, between 24 and 36 credit hours has to come from general education requirements. We do not have wiggle room, there that is a State requirement. That is what we are talking about when we are talking about restructuring the general education, those 24 to 36 credit hours. The number has not yet been decided, but that is where our wiggle room lies. Other terms may have come up that does run through your head. We want to let you know that they run through our heads as well and we discussed them, term like "tagged," Ohio transfer modules, and distributive requirements. All of the prior stated concerns enter the conversation. Sometimes to clarify and sometimes to muddy it, but we want them to know that those things has been discussed and are being discussed and we are not just ignoring those facts about how this has to work. The general education courses will still give students the opportunity? to meet their distributive requirements that the State requires. Does everyone here know about the competency base model or are there any Senators that do not?

**President Anderson:** It may be helpful to give a brief description of it for new Senators.

**Amy Allen:** Okay. It was agreed upon that the University would move towards a competency base model for general education requirements. It's my understanding that it was voted upon last academic year. A competency is not a thing you can get while taking a class. In fact, a competency is an end point. What we are talking about are a set of things that we want our students to know and/or be able to do when they leave here, at the end of their four or five years as an undergraduate. So we are not talking about giving them these things all at once for general education. We are talking about laying the foundation for general

education so that they can move forward and have those set of competencies for when they leave here. So, the competencies do begin in general education. There's another issue that came up that seems to be really concerning is that we need to clarify that the competencies are not high stakes for students. We are not going to say that if you finish four years here at the University of Toledo and "you haven't taken this class or this class to document competency and communication you can't graduate." That is not at all what's it's about. The competencies are not high stakes for students; they are more guidelines and procedures for us to look at so we can ensure that we are giving students the right kinds of opportunities to leave here being the right type of citizens and professionals that we want them to be. Those of you who are not familiar, there are five competencies that were agreed upon: communication, scientific and quantitative reasoning and literacy, personal, social and global responsibility, information literacy, and critical and integrative thinking. Those are on the Faculty Senate Website and you can read the details about that, those are the five headers. Are there any questions so far? If we are going to have competencies we are going to have to have ways to measure competencies. The ways that were chosen to measure competencies is to use rubrics. There are rubrics for each of those five competencies. They have been developed and piloted. Certainly, they may prefer suggestions and changes. The rubrics began by taking some information from other colleges and universities. We took some information from AACU, but we just didn't "take" them, we looked at those guidelines and several people had an opportunity to edit those so they will fit with the direction we are headed. Lawrence, do you have a big discussion about rubrics today or just that they are out there?

**President Anderson:** If people want to have some discussion about the rubrics we can save some time for that. I want to emphasize they are works in progress. And as works in progress we certainly appreciate your constituents' suggestions and comments. You can add to some of those. You can certainly go back to your constituents and remind them that they have some input on what will be in those boxes. In addition, they should probably look briefly at what are in each of those boxes.

**Amy Allen:** The big picture you know is there are competencies and there are rubrics to measure those competencies. So, what exactly are we restructuring? I'm going to throw out some phrases that we heard this far: Is it the core curriculum? Is it the State distributive requirements? Is it the transfer module classes? Is it the core competencies? We had multiple, multiple discussions. What we decided upon is that we are restructuring the general education courses. General education courses offer the 24 to 36 hours that the State requires. They were looking at general education differently; we have general education courses now. What we are doing is looking at them differently through the lens of the competencies that we want students to have when they leave here. One of the differences is, while we still look at them as general education courses and/or as a separate entity, we are looking to make the general education courses a foundation for moving forward to any program. So that there's a starting point and not just taking classes believing that it is an easy "A"; it's more of a foundation for building those competencies that we have all agreed upon that is necessary for students to have when they leave here. As I stated before this is for students that begin fall of 2012, we hope. One way to think about it as we try to hatch out all those terms I just threw out there, we have general education courses and we will also have requirements and program electives. So the question that always comes up is what if this class that is in my program is also part of the general ed. courses? Can it be both? We are going to separate it for the most part. It will be general education, programs requirements, and program electives. Programs will need to decide if there is a crossover; that's a program decision. It has to have three separate parts. So when we are talking general ed. we are talking: The courses that are required by the State are 1000 or 2000 level classes only. The discussion ended with if it is a 3000 level class or above it is probably a program level course. Choices, we will give students the opportunities to start building their competencies that satisfy the distributive requirements of the State. Are there any questions?

**Senator Heberle:** So these are going to be coded according to the competencies so students can see this is "X" and this is "X" as they are registering.

**Amy Allen:** That's the vision. There will be a separate committee to see how those courses get coded. Because we still need math, natural sciences, and humanities etc. There will be a committee that really looks hard at how to structure that so we can code them that way.

**Senator Plenefisch:** I am curious how transfer students are going to fit in to this new plan?

**Amy Allen:** The Ohio transfer module courses will likely be part of the general education requirements.

**Senator Molitor:** From a standpoint of general knowledge, we are not referring to it as core curriculum anymore?

**Amy Allen:** Right. It was causing so many problems. And as it was said in a meeting this morning, nobody says "core" anymore. We had core competencies and we had core curriculum and core courses. So, if you just forget "core" and call it what it is, it might be a little easier.

**Senator Molitor:** I couldn't quite catch what you were saying, so could a course be a program requirement and a general education course or can they not be?

**Amy Allen:** That's a program decision.

**Senator Molitor:** So it could be.

**Amy Allen:** It could be. But it is a program decision.

**Guest Speaker:** So just to clarify. We are going to want any course that fit through the Ohio...modules and to also be in the...courses.

**Amy Allen:** Yes.

**President Anderson:** May I comment on that. We have for an example, Physics 2700, 3800 etc... According to the Ohio transfer model those courses have guidelines on the curriculum so it can be used in other programs elsewhere. Those are unlikely to be general education courses because they are...courses. Those courses later on will be some kind of competency assessment. That's not what we are talking about today. We are talking about courses that are unlikely to be strong... courses. We might have some students that are meeting some of the program requirements, but they are not something that are required by their program.

**Senator Thompson-Casado:** President Anderson, so when an advisor and a student look at the DARS report will the general education courses be divided according to distributive requirements or competency on the DARS?

**Amy Allen:** We hope both. We have to be divided according to the distributive requirements. Otherwise everyone's life will be miserable. So, our hope is at both, but the distributive requirement will have to take precedence.

**President Anderson:** I have a request from our secretary; I want to remind everybody to please introduce themselves before asking a question because it is sometimes hard to pick out someone's voice from the recorder. Thank you.

**Senator Peseckis:** I have a question. If a student fulfills their distributive requirements but the requirements that they have taken do not map to having fulfilled all of the competencies, will they then be required to take additional courses? Or is there a test or something that they can do?

**Amy Allen:** I haven't considered that. No, taking additional courses. We cannot say that you have to take more general education courses. That goes back to the committee that I was talking about, that have to map these and decide which courses meet which competencies and how to structure choices for students. At the risk of micromanaging every student schedule we want to give students a large variety as much as possible, but certainly no advisors are going to say "you did this and you did this, but oh my gosh you did not do critical thinking, stop right there." The way that the choices will be structured if it's envisioned is that the problem will eventually take care of itself. Remember that they are not high stakes for students. So missing one in general ed. does not mean you are not going to get it somewhere else in your program.

**Senator Peseckis:** That does imply taking six or seven courses so as to embody all five.

**Amy Allen:** Right. We hope it does, but not necessarily. If you think about it logically you have math that is going to be quantitative, you have natural sciences, and you have social science that is going to take care of global and personal responsibility reasoning. So, just by nature of the descriptive requirements those competencies are fairly well aligned, just from the get-go. We are hoping and feeling like that is something we need to consider it is not going to be one of those big issues that comes up as we look at courses.

**Senator Dowd:** For clarity, you spoke of a committee that will make the decision regarding those competency areas. Is that the Faculty Senate Core Curriculum Committee?

**Amy Allen:** The Chair of the Committee on Committees will tell you who is on the committee.

**Linda Smith:** Will the current students' degree audits reflect anything about core competencies?

**Amy Allen:** Probably not. By the time it gets into the system I think the current student; that will be my guess.

**Linda Smith:** Will Banner have a new column so the students will be able to see their courses? So there will be one for core curriculum requirements and another for core competencies.

**Amy Allen:** That will be really nice. I don't know what Banner's capabilities are.

**Senator Lipman:** This may be close to Senator Peseckis' question. Right now for instance a student will take a test to see whether or not they have to take Composition I or Composition II and then by those credits they can see if they have the competencies. Is there a comfortable separation of credit causing uncredit and demonstrating competencies?

**Amy Allen:** It will have to be. If you test out of a class then we assume that a competency is there and we will have to go with that.

**Senator Lipman:** Is that consistent with the State's spread?

**Amy Allen:** As far as I understand it. It is consistent with the State's spread to be able to do that. That's a really good question.

**President Anderson:** I want to add something. This is not high stakes for the students. So, the idea is to test our programs and not the students. So if a student passes out of a course and therefore does not get introduced to a competency at the lower end of a program, the idea is that eventually these competencies will be measured just before they graduate through various capstone courses. We are hoping that students who are in those capstone courses will demonstrate competency along with all of the other students at a fairly high level.

**Senator Hewitt:** I understand that these programs are not high stakes for our students. The point of this is to guide the construction of programs so we try to meet what the Senate has said. We want graduating students to exhibit some of these competencies. This is an example; it is likely that there will be only two general education math courses and I estimate that it is about 2/3rds of students who come here will skip those courses and start immediately in problematic courses. The competencies that has to do with quantitative and scientific literacy and reasoning will be a further assessment of that in all problematic requirements; whether they are in accounting, nursing etc. The competencies continue beyond the general education. So the general education is just one way to enter into this flow of competencies.

**Amy Allen:** That is exactly right. We are not going to assess someone's competency at the end of general education because it is just a foundation for moving through programs. So, in order to do this the general ed. courses that exist need to be wiped clean and we need to start over because we need to map courses to competencies. Maybe there is an existing course that we are just going to map to a competency, but in essence we are going to wipe the slate clean and start over with general ed. courses. In order to do that, is to determine what is the process for proposing a course and getting the course approved to be in the new general education course offerings. So, we spend a lot of time on this. October 15<sup>th</sup> needs to be the deadline for the first round of submissions. In just a moment I will show you what the information needed by October 15<sup>th</sup> is and it is really not a lot of information, but we need to know something by October 15<sup>th</sup> so we can start to get things rolling and get the ball moving to have something to record. If and when that course will be approved by the October 15<sup>th</sup> deadline then we will be asking for a more in-depth detail submission by March 4<sup>th</sup> of 2012. The lecture criteria for choosing courses is provided, I will share that with you in just a moment. Workshops have already begun and are continuing to be offered. There was one this afternoon and I believe there is one on Friday morning. October 15<sup>th</sup> submission requirements, some things you will do expect- course name, course numbers, and number expected courses to be offered. It is important for us to know if they offer thirty sections of this this semester or two sections of this this semester, it doesn't matter, it is just important for the committee to know. The expected enrollment cap, the mode of delivery, because we want to make sure we are giving students options. So there are some face to face classes, some well blended classes, and DL classes.

**Senator Dowd:** Excuse me. I want to be certain that everyone understands that not all modes of delivery are required for all such courses. It is perfectly acceptable for a department to decide to have all courses face-to-face with no DL and no blended sections. Again, DL sections are not necessary and blended sections are not necessary.

**Amy Allen:** Right. It is not necessary. It is not a requirement. We are going to ask that instructors or departments identify what competencies the course will assess. We are asking for a primary competency or a secondary competency. The catalog description- a list of the student learning objectives- it is going to become very important for faculty to know what the student learning objectives are so they will link those to a competency so they can tell us how they are going to measure that. The reason we divided this into two pieces is because by trying to get everything done by October 15<sup>th</sup> will be problematic because we need to have appropriate approvals. Are there any questions? Additional submission requirements by March 4<sup>th</sup>- a detailed syllabus and the biggest addition is the detailed explanation of students' assessment. Exclusively stating attended course objectives. We are going to ask that you show how the course is going to be measured and how you measure those maps back to the global rubrics. That is the part that is going

to take some time. We are not asking that you change how you assess students necessarily. We are just asking that you think about your assessments that you use in a given course and make sure that it is mapping to a rubric to a competency that you say you are meeting in that course. This is the part that the workshops can be helpful.

**President Anderson:** Some of those workshops will be repeated later on in the semester if you cannot attend some of the early ones.

**Amy Allen:** Those of us who are in accreditation programs and or programs the spy report that you have to do, this should sound somewhat familiar; you need to document how this maps back to something that your organization says is important. It is very similar to reports and accreditation reports. The selection criteria are also in two parts. For the submissions that come in before October 15<sup>th</sup>- we will be looking to see if it has all the components listed that we just talked about; that it has the college and department approval and measurable and appropriate student outcomes. Again, for some folks that will be a hurdle trying to identify what is measurable. Primary and secondary competency identifies and we are also going to be looking at the overall distribution diversity of the competencies as a whole. In other-words (and this wouldn't happen) but if we receive sixty proposals that all said our primary competency is communication, we will have a really big problem. So, we will be looking at that, not that it will exclude anybody but we will make sure that we have a nice diverse group and that it is spread out as a whole. Once March 4<sup>th</sup> comes around there's some additional selection criteria. One thing we will be looking for is evidence that instructional tools will be used to engage students and present the materials. We are looking a little bit more in how the actual course will run. We are not going to tell anybody "this is how you have to teach", it is just one of the things we will be looking at. Evidence that the course is implacable in multiple fields of study will be helpful because it is a foundation for many, many different programs. So, if you can show that a math course will be helpful for nursing students and helpful for med. students. Evidence that the course provides frequent opportunities for assessment and feedback which means alternative ways to give information to students. That does bring to question large lectures and large numbers of students opportunities of students feedback can be really tricky. And again, there will be some workshops to help with that and we understand that that's an issue. Then we have evidence of multiple forms of assessment. Then there's evidence of using student learning to approve overall quality of the course. So, the committee would want to know that you are looking at assessment as a whole.

**Senator Dowd:** You spoke of the mode of delivery. With due respect given to the hard work performed by your committee, the mode of delivery is irrelevant. In order for UT to offer DL courses it must take the position that they are equivalent in quality to face-to-face courses. Therefore, discussion of specific modes of delivery must be stripped from all discussion of this issue.

**Amy Allen:** One of the things that the Higher Learning Commission will look for is evidence that there's active learning going on and there's more than just lecturing.

**Senator Dowd:** I agree. But learning is learning. Unless the administration wants to explicitly state whether Distance Learning courses at the University of Toledo are inferior to our face-to-face courses, or vice versa, documents or recommendations from your committee cannot give preference to one mode of delivery over another.

**Amy Allen:** No. So maybe we need to change the wording.

**Senator Dowd:** I am heartened to hear that the documents and recommendations from your committee will remove all references to the mode of delivery. With regard to the five competencies areas you say that this is not a "high stakes" issue for students. Someone will have to go through and determine whether a student meets these competency areas. Who is the lucky person?

**Amy Allen:** I think the vision is that we are moving towards a capstone experience which is some kind of culminating experience at the end of the undergraduating program that will embody all of those competencies. So, whether it is a project or a research activity or a test, I'm not sure what that would look like. I think that it is geared towards more looking at the end project. We are doing the work in general ed. and in our programs of laying that foundation and teaching those skills and getting students to be confident in those five areas and we want to know at the end if they are or if they are not. It is not high stakes. We are not going to say "you cannot graduate if you don't show this and this" but we can definitely use it for program improvement for example, in my department, if no student is successful in the capstone experience then we have some work to do.

**President Anderson:** I want to also add that these general education courses will be under more or less constant review in a sense that the results of the assessment will be assessed in every two or three years in some cycles, it has not been determined. So, you are producing numbers for the most part and an individual course will be producing twenty students that reach this level at this elaboration of this competency. There is one of those boxes in rubrics and we can go back and pull up a rubric for an example. For example, twenty students in this box, fourteen students in this box, and ten students in this box, that will be reported to an assessment officer of a department and then the department will accumulate that data and will forward it on to a University assessment officer. It will be expected then that the data will be coming forward. That measures the baseline competencies at the entry level and then one will hope later on when we develop the competencies a little more deeply as a longitude and more experienced up to a capstone course that the measurement on graduation will show we actually improved their competency over the three to five years that they have been here. I should have never said that three year mark, please forget it. It may also shows that they have also addressed competency and maybe there's something wrong too. So the idea will be that you do not have to show great improvement with a competency within a course, but you have a document of the level of competency on exiting that course so it can be used for comparison further up the chain. One of our problems of course is when students take Composition for an example and we assume when they get a grade of 'C' or even "D" that somehow or another they learned how to write. Then of course all of the people that teach courses at the upper divisions say "wait a minute my students can't write." So, there's something wrong in our assessment procedure and one will hope that by moving to this competency model we will be able to track that a little better.

**Senator Lingan:** On the areas of competency, I am sure creativity probably falls under one of those. I think I've seen that before and the last time I saw it my thought was "I think the committee should act to make creative, creative approaches unprecedented or rarely preceded problems might be an area of competency; Meaning, creativity itself."

**Amy Allen:** My guess is and I can't tell you for sure, but my guess is it is under critical and creative thinking it is probably spelled out there. But you are saying to have it more explicit.

**Senator Lingan:** I'm saying it transcends critical thinking. We can take the approach of problem solving in the real world, not just in the arts, but in the real world as well. It is just something you can think about.

**President Anderson:** It is certainly there in the scientific and quantitative reasoning. At the uppermost level you are supposed to invent your own problem-solving technique. It is a little more structured than that, but it is effectively the choice. In fact, the entire fourth column is all based on the idea of being faced with something new and how do you respond to that through quantitative thinking. So, it's not something you learn in a class where you answer the questions. It is something where you can synthesize the previous existence and approach the problem with creativity.

**Amy Allen:** I want to go back for just a minute to the issue of the capstone experience and how would we measure that at the end. If you think about the cliché that we are building the plane as we fly it, it does not mean we do not know what we are doing, it is good assessment and it is good practice. If we build the capstone experience before we talk about competencies and what we want students to know, then we are teaching to the test and that is not good practice. Good assessment practice is what we learned and doing, we are starting from the ground up. What do we want our students to look like? What do we want them to know? How do we do that? How do we deliver that? It is not easy. It is not cut and dry. But it is good practice, we are starting from the ground up and we will get to that capstone experience as soon as we get all these other pieces into place because then we will know the capstone experience or whatever is decided upon. If we decide what that looks like first then we will be falling into a really bad trap when it comes to assessment of student learning and assessment of programs.

**Senator Thompson-Casado:** Some of these ideas really sound great. Will University resources be given to this? Because I can tell you right now in my department we do not even have a secretary. We have faculty who are trying to teach, advise and answer all the students who walk in the door because we do not have a secretary. But now you tell me there's going to be an assessment person in our department charged to assess all of the students in my department, who's going to do that?

**Amy Allen:** That is a question that has been raised before. Resource allocation is definitely on the list of things that absolutely needs to be in place if things are going to work out and in order for things to be successful.

**Senator Dowd:** Truth is that Senator Thompson-Casado raised the exact question I wanted to ask. That said, I would like to follow up on your answer to Senator Thompson-Casado question. I do not want to put you on the spot, Amy, but when exactly will your committee have an answer about when such necessary resources will be allocated?

**Amy Allen:** I know, I understand.

**Senator Dowd:** As you said, your committee has considered this issue before. If you had discussions on this issue, is there a timeline for when departments and colleges will know when that question will be answered and when necessary resources will be allocated?

**Amy Allen:** I think the first step is for getting these courses proposed so everyone will know what we are talking about. Right now there are approximately 360 courses in general education and we do not know how many courses are going to be proposed. Therefore, if one department submits twelve courses there's going to be different resources than a program that submits two courses. So I think this is the first step. I am not sure if anybody knows the answer to that question.

**Penny Poplin-Gosetti:** I can't speak about the resources particularly, but I want to clarify Lawrence's comment about an assessment officer. We already have a process set up in the colleges for assessment. That does not mean that it cannot go deeper into the organization but every college has an assessment liaison and they are to help within their college for these kinds of things. When we are talking about assessment in competencies in general education, that will be done on the course level. So if a general education course is accepted, (but not all will be accepted) that course is agreeing to assess those two competencies, okay. So, it's not like there's a person who's responsible for any gen ed. course for doing that assessment, that will be the instructor's responsibility. But then there's someone in the college that will help in the college. When we look at general education in totum no one class is in general education in totum. So, there has to be a college or department approach to pulling those pieces together. How many in here are assessment liaisons for your colleges? There's a couple. So they have been working over the summer to think about some of these things and how we are going to help colleges do assessment at a

grander scale with the resources that we have; and what kind of resources we can get in addition to that to help with the important things like program review and assessment etc.

**Amy Allen:** I think that a point that Penny made and hopefully didn't get rushed over. In submitting a course for general education consideration an instructor is committing to providing data about the competencies they declare on ongoing bases. So, that needs to be clear to folks who are submitting a course through general ed. that it is not just "hey I want to teach this class," you are committing to providing data about your competencies every semester.

**Senator Templin:** Overall I kind of like the idea. But, I am a little bit nervous about the competencies because the history of that through K-12 education is that these competencies may or may not matter all that much. The competencies based movement in K-12 gave way to the standards movement, how will we know that what we are measuring actually makes a difference?

**Amy Allen:** That is a great question. Unfortunately, I was not in on the beginning conversations about moving the competency base. However, I hear your comment about CBE and elementary schools.

**Senator Lipman:** Is this a State driven or an institution driven process? So, when a student transfers from institution to institution when it comes to the competencies at the different institutions is there a relationship between this and Enterprise University models where State oversight will be diminished?

**Amy Allen:** No. I don't see a connection there.

**President Anderson:** I will say that Cincinnati has a fully developed competency-based program. There are different competencies, but many are the same. I think there are a few other colleges as well in Ohio, but it isn't State-wide.

**Senator Molitor:** I want to address Senator Templin's question. The competencies really should relate to the degree program itself. In terms of general education, these competencies apply to all degree programs at the University. Plus, these are skills that your students need to achieve the objectives of your degree program. What is it that you want your students to do once they graduate from your program? What jobs do you want them to get? What graduate program or school do you want them to go to? What do you want them to do with their lives after they leave the University? Outcomes are the skills that will allow our students to achieve degree program objectives once they leave The University. This is the model we follow - outcomes are what we deliver to them as they are learning here at the University; objectives are what they are going to go on and do with their degrees after they leave here.

**Amy Allen:** I am not sure if there's a push from the State. But for accrediting organizations, there's a definite push to measure student learning at the front end of their undergraduate degrees and measure student learning at the back end and provide some documentation that this is happening. And to know they are leaving here a different person from how they came in. There's definitely a need for that kind of data process that will help us to be able to do that.

**Penny Poplin-Gosetti:** I think the conversation of general education has been ongoing at The University of Toledo for some time. I think the current movement that you are seeing came out of the self study where we discovered that our assessment of the general education was...lacking. And because our last focus visit was on assessment and they clearly indicated to us that we need to work on that area and we have not done probably what we needed to do that this conversation came up and it was an opportunity to think about general education differently. One of the things that it is not connected to is the State's initiatives. But, what it is connected to is the national initiative coming out of AACU (American Association of Colleges and Universities) is the LEAP program, you can go on their website and you can

read about it. They are looking at the competencies and they are developing rubrics and it has been tested at many universities where case universities to begin working with this. Now, some of them are not just all colleges. There are some BIG colleges associated with this and it's been ongoing; to look at what we want our graduates to look like and if it's tied in with the accountability push from the federal government and they are buying our accrediting organizations particularly in those core general education foundation areas. Which comes to, are we delivering what we say we are delivering. Bowling Green and Cincinnati has a very robust program and we've modeled some things off of that. When you mentioned enterprises I was like "no" because I have not heard anything associated with that and I have not heard anything from the State to move in this direction. It is institutional based and drawing great conversations that are happening nationally with regards to this.

**Senator Heberle:** I was just going to suggest that we also remember where we came from and how we got here because in some crude way we might say assessment issues are driving this. We can summarize that the issue here is assessment is driving the initiative to shift the core. For a couple of years now we have been trying to figure out how to assess the core. So we can look at it that way and have a lot of fears and paranoia about the fact that we are trying to standardize education to when we find it appropriate because we are trying to assess a very messy curriculum that we all love to teach. Senator LeBlanc may have noticed that we have been trying to figure out about how to do that with the core for a couple of years. So that is one way for remembering in history where we came from to remember the process. Maybe this is not the HUGE leap that we all are suggesting that it is. When we actually start looking at this and think about courses and what we do the matter of framing is not so much a matter of revising something brand new because we are not not doing a lot of this stuff already.

**Amy Allen:** That is exactly the conversation that we had a few times. For most people once you get your head wrapped around it you are going to say "I already do that. Do you just want me to word it like this? It is not a problem." I think that it will be helpful if we start thinking about it as accountability and not assessment. We have to just start being accountable and unfortunately or fortunately the only way for being accountable is to provide something that is proof. The best way to provide data and proof is to do assessment.

**Senator Hey:** Is there going to be any assessment after they leave?

**Amy Allen:** Right now that is a big push and I can speak about it in the field of education. The need for research about post graduate degree to follow our teachers into the field and to be able to document them and the difference they are making and the student learning they are making in their own classrooms; it is huge. So, I am not sure if it's part of this initiative, but it's definitely a part of somebody's research that want to take on that because that data is needed and necessary and there are a lot of people asking for it.

**President Anderson:** There's another point. I think this kind of assessment process and/or accountability does address the anti-intellectual tenor of the present political situation. People seem to believe that universities are not providing anything and they are not worth attending anymore because they are so expensive, why not just go get a job? I think if we are really going to do what we say we are then we do need the data to show it. I think this is a good route to do that.

**PowerPoint Slide(s)**

Restructuring the University of Toledo General Education Requirements

Overview of the process

Presented to faculty senate

August 30, 2011

Presented by Dr. Dr. Amy Allen

(On behalf of the faculty senate core curriculum committee)

**Some Important Points as We Begin...**

- Record all questions on index cards

- Please try to suspend your thinking of how things currently 'are' in order to think about how things 'might be'
- Current students will be "held harmless" during this transition

#### **Undergraduate Degree Requirements**

- An UG degree at the University of Toledo requires approximately 120 hours of coursework
- The State of Ohio requires that of those 120 hours, 24-36 hours are to be from General Education
- There are other terms that may come to mind, such as Transfer Assurance Guidelines (TAG), Ohio Transfer Module (OTM), and Distributive Requirements
- The General Education courses will still provide students with the opportunity to meet the Ohio Distributive Requirements

#### **Competency Based Model**

- **The University of Toledo will be moving to a Competency Based Model, as approved by the Faculty Senate**
- Competencies are end products.....what students will know/be able to do at the end of their UG experiences
- Competencies begin in General Education
- Competencies are NOT high stakes for students

#### **Competencies**

- Communication
- Scientific and Quantitative Reasoning and Literacy
- Personal, Social and Global Responsibility
- Information Literacy
- Critical and Integrative Thinking

#### **Competencies and Rubrics**

- A rubric for each competency has been presented
- These rubrics were based on other rubrics from other universities and the AACU
- Rubrics were revised multiple times to create a 'fit' for the competencies that have been chosen

#### **So....what exactly are we re-structuring?**

- We are restructuring the General Education course offerings (the 24-36 hours required by the state)
- We are viewing the General Education courses differently....as a foundation for building the five competencies
- While the General Education course offerings will still meet state distributive requirements, we will try to begin seeing them as a starting point for introducing competencies to students
- Students beginning in Fall 2012 will use the new General Education course offerings

#### **A Helpful Guide for Re-thinking Curriculum**

- General Education
  - Series of courses required by the state
  - 1000 and 2000 level courses only
  - Choices will give students opportunities to begin building competency in the 5 competency areas
  - Choices will satisfy the distributive requirements of the state
- Program Requirements
- Program Electives

#### **Proposing a Course for General Education**

- Submissions for the first round must be received by October 15, 2011; this is a limited amount of information, as time constraints will make it difficult
- Once approved, a full proposal will be required by March 4, 2012
- The selection criteria for choosing courses is provided
- Workshops have begun and will continue to be offered to assist faculty in proposing courses

#### **October 15 Submission Requirements**

- Course number and name
- Number of expected sections to be offered
- Expected enrollment cap
- Mode of delivery (F2F, DL, blended)
- Which competencies this course will assess (primary and secondary required)
- Catalog description
- Student learning objectives
- A narrative explaining the course and why/how it will be a good course for General Education
- Appropriate approval signatures from department and college

#### **March 4 Additional Submission Requirements**

- Detailed syllabus
- Student assessment information
  - Must explicitly state intended course objectives
  - Must show how course objectives will be measured
  - Must show how those measurements will be mapped to the global assessment rubrics

#### **Selection Criteria (October 15)**

- Inclusion of all components listed on the template

- College and Department approval
- Measureable and appropriate student learning outcomes
- Primary and secondary competencies identified
- Overall distribution and diversity of the competencies as a whole

**Additional Selection Criteria (March 4)**

- Evidence that instructional tools (including technology) will be used to present materials and engage students
- Evidence that the course is applicable to multiple fields of study
- Evidence that the course will provide frequent opportunities for assessment and feedback
- Evidence of multiple forms of assessment to be utilized
- Modes of delivery that engage students in active learning
- Evidence of using assessment of student learning to improve overall quality of the course

**Senator Batten:** President Anderson, can you give us some quiet time so we can jot-down our questions and concerns on the index cards? I am not trying to close it, i.e. the meeting but that feedback will be very helpful and the things people may oppose may entertain the forward thinking.

**President Anderson:** Yes.

**Senator Lipman:** President Anderson, if I may? As messengers of information to your departments and your colleges, any program that serves undergraduates should be involved in producing proposals. The workshops are absolutely critical. There's so much details and complexity to this that you really have to have a better idea for those of you who are putting together proposals. We have not had to bring in extra seats to the workshops. So, that suggests that there are probably a few more people that need to be coming. There is one that literally ended today, but next week there's Friday and the following Tuesday, then there's another set after that. Please encourage your colleagues and any faculty member that are involved in a course that will be proposed as core courses, please get them to come to the workshops.

**Senator Lundquist:** can you please tell us if we missed the first two meetings; is there any information available so we can get up to speed?

**Guest Speaker:** We just finished the first two and there are two left, each of which are offered on two days. They each have a theme and basically what happened is that we had a free-for-all discussion at least during part of each workshop.

**Amy Allen:** If an individual had not attended the first two workshops I wouldn't let that prevent you from going to the third and fourth. I say "still go." If there's other stuff that has happened in the other two workshops that you need to pick up, somebody will be glad to walk you through that, but don't let that prevent you from moving forward.

**President Anderson:** Are there any other questions for Amy or anyone else that is doing this development? I just want to reiterate that this is an informative session. So, there is no resolution from anywhere in the past. We want you to go back and think about it and come back. The next Faculty Senate meeting will be some type of a formal approval, (this will be discussed at an Executive Committee meeting) even if it's a formal approval of a draft item. For the process for these proposals guidelines for the selection criteria, it will be good if those were on record as being approved in a draft form. I suspect we will be doing that on a future date.

**Senator Dowd:** President Anderson, will the committee bring to Senate for approval the rubrics that were mentioned in today's meeting?

**President Anderson:** There are five rubrics for the five competencies and they have been distributed to all faculty and to the Senate.

**Senator Heberle:** Over and over again.

**Senator Dowd:** Mea culpa. This is what happens when you cannot keep-up with e-mail.

**Senator Heberle:** Open the attachments, Mike.

**Senator Molitor:** If it comes from Quinetta I read it.

**Senator Lundquist:** Do you know when these will cease to be drafts, and when they will be a done deal?

**President Anderson:** Well, the procedure will probably evolve for the next year or more which also includes rubrics. What we are intending to do here is to put something in place that allows the Faculty Senate Core Curriculum Committee to make a distributive selection and get this process going, starting with the fall of next year, 2012. That is the intention here, to get it moving and let it evolve as time goes by. If there are revisions of documents that need to be reapproved, that is fine. We don't really want to change things drastically from one year to the next about which core verses how we were getting the selection. We would like to be fairly certain on the first try about what we are doing. But, there could be adjustments as we go along. Okay, are there any more questions on the core topic? The next item is any item from the floor. Does anyone have any business from the floor? Okay, the tenth item is a motion for adjournment. Do I have a motion to adjourn?

**IV.** Meeting adjourned at 5:44 p.m.

Respectfully submitted by:

Lucy Duhon  
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard

Faculty Senate Office Administrative Secretary.