

FACULTY SENATE MINUTES

March 14, 2017

Assembly Room
McFall Center

CALL TO ORDER: 2:30 p.m.

ROLL CALL

Quorum present.

CHAIR REMARKS

Chair of Faculty Senate: Rachelle Hippler-

Welcome senators and guests to the 3rd Faculty Senate meeting of the spring 2017 semester.

Thank you for taking time out of your day to be here. As we look ahead, I mentioned four initiatives to keep on our radar.

1. New calendar – adding a “winter session”

- You will hear more from the Provost as work progresses

2. University-wide course evaluation of teaching and learning

- You will hear more about this later in today’s meeting

3. Textbook Affordability

- The ad hoc committee is collecting information from the various groups working on this issue.

4. University-wide Policy Alignment

- You will hear more from Allen Rogel later in this meeting

A special thank you goes to:

- the Senate Executive Committee for their leadership in planning the Special Meeting of the Senate on February 21st to discuss the **Welcoming Campus Resolution;**
- the guest speakers (Christina Guenther, Valeria Grinberg Pla, Kristie Foell, Dan McInnis) for bring these issues to the Senate; and,
- Dr. Mazey for taking immediate action through her listening tours showing sincere concern for the well-being of our students and faculty.

COMMUNICATIONS

President: Dr. Mary Ellen Mazey:

The IUC presidents are focused on three major items relating to the state budget and are working together to foster an agenda with the Ohio House of Representatives. The first item is the textbook purchase mandate. The presidents hope to eliminate the provision from legislation and replace it with a study of the baseline costs. They propose that the study be completed by March 1, 2018. Subsequently, each university would submit a plan to reduce costs for the fall semester of 2018. Secondly, the IUC has requested an increase in the state share of instruction (SSI) by a minimum of two percent in each fiscal year which is consistent with the CPI for the previous 12-month period ending December 2016. If tuition is frozen for the second consecutive biennium, then the increase in SSI

should be four percent in FY18 and 4.5 percent in FY19. The third item is a freeze on tuition and all other fees with the exclusion of board and room. The IUC presidents think that there should be tuition flexibility in the form of allowing public university boards of trustees to establish tuition up to a certain, reasonable amount.

Dr. Mazey reported that enrollments for the fall of 2017 are looking strong. The target of “admits” has been met, and staff are now are diligently working to encourage housing deposits and confirmations. She said that faculty can assist the recruitment/enrollment process by calling prospective students as she has done.

President Mazey said that she and Provost Rogers and Vice President of Student Affairs Gibson have been on ‘listening tours’ with students, faculty and staff. The President asks each member of the BGSU community to find ways to create a climate on campus that supports diversity and inclusion. She said that it is very important for the University to show respect and dignity to every student, faculty, and staff member. She said that as colleagues, all faculty, staff and students need to support each other and BGSU.

President Mazey thanked the Faculty Senate for their work to build BGSU.

Questions:

Q: David Border- With increased enrollment do we have housing available?

A: Pres. Mazey- We do, even with Harshman coming down. We have a partnership with some off campus housing.

Q: David Jackson- What is the update on textbook affordability?

A: Pres. Mazey- ICU is trying to come up with an alternate plan.

CONTITUENT REMARKS:

BGSU-FA- Christina Guenther- Remarks to Senate:

1. FA elections took place in February for the position of FA president and vice-president. Congratulations to David Jackson and Steve Demuth. Both have been elected for the regular three-year term.
2. The FA is currently negotiating with the administration over faculty expectations regarding the J-Term. Issues that are of particular relevance to the Faculty Association and need to be negotiated are faculty compensation & expectations of faculty (TTF and NTTF) during the extended 5-week period.
3. The Faculty Senate & administration are in the process of aligning the Charter with the CBA. The FA—represented by David Jackson as ex officio member—is working through the committee process to ensure that as many protections for TTF and NTTF are maintained in the Charter.
4. Finally, the FA has scheduled an open informational meeting on this coming Thursday—17 March—at 6:30pm in 223 Olscamp to discuss legislative issues, particularly at the state level. We invite everyone—not just members but all faculty, administrators and staff-- to attend this meeting at which the President of the

national AAUP and the Director of the Ohio-AAUP will speak and answer your questions.

OLD BUSINESS

NEW BUSINESS

- **Business**

- Department Merger- ROCS/GREAL

Theodore Rippy, Associate Dean, College of Arts and Sciences &
Nathan Richardson, Chair, Professor, Romance & Classical
Studies

To: Rodney Rogers, Senior Vice President for Academic Affairs and Provost
From: Sherideen S. Stoll, Vice President
Date: November 15, 2016
Re: Resource impact analysis

We have reviewed the required resources for the merging of the departments of ROCS and GREAL per the memo dated November 15, 2016 from Raymond A. Craig, Dean of the College of Arts and Sciences.


Based on Finance and Administration's understanding of the proposal, this merger should not result in any incremental costs or significant budgetary savings

Based on our review, there may be additional opportunities for enhancing the potential operating savings upon the completion of the merger.

11/15/16
I support this
Proposal and Ascertainment.
Randy Green

DATE: 1 December, 2016

TO: Raymond Craig, Dean, College of Arts and Sciences

FROM: Lesa Lockford, Chair, College of Arts and Sciences Council 

RE: Proposed Merger of Romance and Classical Languages and German, Russian, and East Asian Languages

Pursuant to the BGSU Academic Charter, Article XII Section E, I am writing regarding the proposed merger of the Department of Romance and Classical Studies (ROCS) with the Department of German, Russian, and East Asian Languages (GREAL).

The Arts and Sciences Council reviewed the documents pertaining to the proposed merger and discussed the proposed merger at the September 23, 2016 meeting. Additionally, Council members, Nathan Richardson and Amy Robinson, both faculty members in ROCS, provided their perspectives on the rationale for initiating the proposal. The Council also hosted a forum open to all BGSU community on November 8, 2016. Eight faculty members from ROCS and GREAL attended as well Nathan Richardson, Chair of ROCS and Tim Pogacar, Chair of GREAL. Notes on what transpired at the open forum are attached.

The proposal was met favorably in both the Council meeting and in the open forum. At the forum, given that only one person attended that was not a Council member, member of the College executive staff, or member of the ROCS and GREAL faculty, discussion principally rested on how to proceed in working through the curricular and programmatic logistics that will ensue as a result of the merger. There was general agreement that the merger will afford positive curricular and interdisciplinary innovations which will reinvigorate each program and be of benefit to students.

Synopsis of open forum on proposed merger of GREAL and ROCS

[Bracketed text = background/explanatory notes from Ted Rippey.]

Dean Craig, ROCS and GREAL chairs Nathan Richardson and Tim Pogacar, 8 colleagues from ROCS & GREAL, Lesa Lockford, and Ted Rippey attended. There were no challenges to the merger. Instead discussion ensued regarding the ways to implement the merger and how the curriculum in the merged unit would develop. Later in the discussion Kimberly Spallinger from the ESOL program arrived, and there was a brief exchange about ESOL in relation to GREAL and ROCS.

An opening exchange about the proposed unit name set the stage for an extended discussion about the potential structure and character of a new major. The name currently proposed is World Languages and Cultures. When the proposal first came forward, the Dean asked GREAL and ROCS to consider World Cultures and Languages, in the interest of shifting emphasis to culture in all its dimensions, while continuing to signal the essential role of language in the instructional and research missions.

[A recent poll indicates majority support for WLC and substantial minority support for WCL. There is widespread agreement that unit-wide offerings in the new department should adopt the prefix WRLD.]

There was a series of open discussions during the Spring 2016 term about curriculum and a new major, and an ad hoc joint curriculum committee has continued those discussions. The committee has not yet put forward any formal proposals, but they have had substantive exchanges about structure, components, and overall character of a new major. The committee includes two members who are first year faculty. This welcome development has necessitated some orientation time to get everyone up to speed. A continuing question involves how a new merged-unit major would differ from INST. In disciplinary terms, a key distinction is the social sciences center of gravity in INST and the humanities grounding of a WLC major.

[Designs that have been circulated envision a more open and flexible structure, into which a range of language-focused, region-focused, medium-focused (e. g. world cinema) and thematic (e. g. migration) concentrations could fit. Thematic concentrations in particular have strong potential for cross-disciplinary teaching and learning. A new major would be built alongside existing majors.]

Program review was also discussed, since GREAL and ROCS are undergoing program review in the current cycle. Richardson asked whether the review should be framed in a more forward-looking way, and whether the units should look for external reviewers who could speak to the process of bringing departments together in a more encompassing unit. Craig concurred that program review should be as much about vision for the future as about evaluating developments to date.

MEMORANDUM

8 December 2016

TO: Rodney Rogers, Provost and Senior Vice President

FROM: Raymond A. Craig, Dean 

RE: Proposed Merger of the Department of German, Russian & East Asian Languages (GREAL) and the Department of Romance & Classical Studies (ROCS)

Pursuant to Article XII, Section E of the Academic Charter, I am pleased to recommend in favor of the plan to merge the Department of German, Russian & East Asian Languages and the Department of Romance & Classical Studies at Bowling Green State University. The merger has the potential to spur innovation in the teaching of world cultures and languages and to further enhance the development of intercultural competence among our students. As described in the proposal, a key strategic aim for the merged unit will be to prepare students for engaged global citizenship through an intentional blend of academic and experiential learning (e. g. study abroad, undergraduate research, service learning and/or residential learning communities). Bringing the two current units together creates a more favorable climate for collaborative development of a new major structure and new or reconfigured course offerings that will more effectively serve this aim. It also creates conditions to connect thematically driven, interdisciplinary initiatives in teaching and research, for example on the global issue of migration.

Resource impact analysis by your office, the Faculty Senate Fiscal Affairs Advisory Committee (FAAC), and Resources & Planning office in the College of Arts & Sciences indicates that the proposed merger will result in modest savings. Across time, the College will remain in communication with the merged unit regarding possible ways to grow enrollment and enhance efficiency as it continues to pursue its multidimensional academic mission.

As the accompanying documents indicate, the development of the proposal and deliberations to date have proceeded in keeping with BGSU's principles and practices of shared governance. My endorsement of the proposal follows expressions of faculty support from the two academic units as well as from Arts & Sciences Council, the faculty advisory body in our college.

I look forward to the benefits that this merger will bring, and I would be happy to discuss the College's perspective further with you or other audiences as the proposal review process continues.

Questions:

Q: Salim Elwanzani- What kind of jobs do students get with this major?

A: Nathan Richardson- Education is the main road, international business, study abroad.

A: Ted Rippey- They can do anything they want to. They can go to grad school, pair with other areas.

A: Pres. Mazey- One alum is head of a large private investment firm related to international banking.

Motion to vote on proposal- Craig Zirble, Second, Allen Rogel.

Motion passes 52 for, 1 against, 0 abstain.

- New Online Program- Career and Technical Education
 - Frederick Polkinghorne, School of Teaching and Learning-

TO: Graduate Program Review Committee
 CC: Frederick W. Polkinghorne, Coordinator
 Workforce Education and Development Programs
 FROM: Donna K. Trautman, Chair, Visual Communications and Technology Education
 Department
 DATE: October 25, 2016
 RE: Program Modifications - M.Ed., Workforce Education and Development

The Workforce Education and Development Program in the School of Teaching and Learning is proposing program modifications. This memo serves as my acknowledgement of the following program modifications in the area of Workforce Education and Development. A meeting was scheduled to review all the changes and the discussion led to a productive meeting. This collaboration is greatly appreciated.

Specialization: Human Development Technology:

The *Human Development Technology* specialization, that is not 100% online, does not overlap with our 100% online Learning Design Program. I have requested that LRND course options we included in the specialization 6 hours elective coursework.

Specialization: Computer Technology

I acknowledge the development of the proposed *Computer Technology* specialization, which is designed specifically for classroom teachers in the K-12 setting to seek a teaching licensure endorsement and does not overlap with our e-campus program in Learning Design.

Specialization: Career and Technical Education

I acknowledge the development of the proposed *Career and Technical Education* specialization, which requires students to complete 21 cr-hours of coursework towards a teacher licensure and does not overlap with our 100% online Learning Design Program.

Specialization: Career Technical Workforce Development

I acknowledge the development of the proposed Career Technical Workforce Development specialization, which leads toward advancing teacher licensure and does not overlap with our 100% online Learning Design Program.

Graduate Certificate: Career Technical Workforce Development

I acknowledge the development of the proposed Career Technical Workforce Development graduate certificate, which leads toward a teacher licensure. I do not believe there is any overlap with our Learning Design Masters program.

Graduate Certificate: Career Technical Education

I acknowledge the development of the proposed Career Technical Education graduate certificate, which leads toward a teacher licensure and does not overlap with our Learning Design Masters program.

Undergraduate Specialization: Technology Education


I acknowledge the development of the proposed Technology Education specialization in the B.S.E., Workforce Education and Development program. This specialization leads toward teacher licensure. While it requires significant coursework from the College of Technology, Architecture and Applied Engineering, it does not overlap with our existing programs BS in Technology programs.

Undergraduate Specialization: Career Technical Education

I acknowledge the development of the proposed Career Technical Education specialization in the B.S.E., Workforce Education and Development program. This specialization leads toward teacher licensure and does not overlap with our existing programs, but students can use coursework from the College to complete a career elective if needed.

TO: Graduate Program Review Committee

CC: Frederick W. Polkinghorne, Coordinator
Workforce Education and Development Programs

FROM: Patrick Pauken, Director 
School of Educational Foundations, Leadership, and Policy Studies

DATE: September 29, 2016

RE: Program Modifications - M.Ed., Workforce Education and Development

The Workforce Education and Development Program in the School of Teaching and Learning is proposing several program modifications. Students admitted to these programs would take courses in educational psychology, statistics and research, and administration and leadership. This memo serves as my support for the following program modifications in the area of Workforce Education and Development. I have listed my support and narrative below by proposed change.

Program Change, B.S.E., Workforce Education and Development

Specialization: Technology Education

I support the development of the specialization in Technology Education within the B.S.Ed., Workforce Education and Development program.

Program Wide Change, M.Ed., Workforce Education and Development:

I support the inclusion of the option for students to complete EDFI 6420 – Research in Education as an alternative to the EDWF 6030 – Research in Workforce Education and Development as part of the required program core coursework.

Specialization: Human Development Technology:

I support the inclusion of students in the *Human Development Technology* specialization to seek 6 hours of electives coursework from the School of Educational Foundations, Leadership, and Policy Studies.

Specialization: Secondary Transition:

I support the development of the *Secondary Transition* specialization, which allows for students to seek up to 3 credit hours of electives from the School of Educational Foundations, Leadership, and Policy Studies.

Specialization: Computer Technology

I support the development of the *Computer Technology* specialization, which would allow students to complete up to 3 credit hours of elective coursework from the School of Educational Foundations, Leadership, and Policy Studies.

550 Education
Bowling Green, OH 43403-0250

Phone: 419-372-7377
Fax: 419-372-8448

www.bgsu.edu/colleges/edhd/LPS

Motion to vote on new program: Nancy Patterson, Second: Joseph Robertshaw
Motion passes; 50 for, 0 against, 3 abstain

- Charter Amendment- Replace President's Panel with University Council
 - Allen Rogle, Chair of Amendments & Bylaws

The following are the recommended changes to the Academic Charter to replace President's Panel with the University Council. Changes are necessary in Article III and IV as follows:

ACCEPTED ad-hoc 2/15/17

Approved Amendments and Bylaws 2/22/17

Charter Article III

*REMOVE the current Section B, replace with the following:

SECTION B: UNIVERSITY COUNCIL *III.B*

The University Council shall be composed of the members of the President's Cabinet, the Chair of Faculty Senate, and a representative from each of the following groups: Deans, Undergraduate Student Government, Graduate Student Senate, Classified Staff Council, Administrative Staff Council, and the Faculty Association. The Secretary of the Faculty Senate shall attend these meetings.

The goal of University Council is to communicate on a regular basis about strategic planning, budgeting and other topics of interest to the University community, and to advise the President and other members of Council on such matters. Each member of Council may be asked to provide a brief update on issues that the larger group would find of interest. Members of the Council are encouraged to submit agenda items for discussion at the meetings.

The President shall preside at the meetings of University Council. The Council meets regularly throughout the academic year, at least once each semester. The Secretary of the Faculty Senate shall serve as Secretary of University Council, shall keep and circulate minutes, and shall deposit them for permanent storage in the Office of the Faculty Senate. *IV.D.2.a)(3)*.

Charter Article IV:

[Edits are simply replacing "President's Panel" with "University Council" in 3 locations; underlining is to indicate added wording and is not to be included in the final text]

IV.D.2.a.(3) Secretary. The Secretary shall record minutes at meetings of the general faculty and SEC, as well as the Faculty Senate, joint meetings of SEC with the President or Provost, University Council, ~~the President's Panel~~, and similar faculty meetings, if other provisions are not made for

recording of minutes. The Secretary shall be responsible for preparation and distribution of the minutes within ten class days following the meeting. *Faculty Senate Bylaws, Bylaw C.*

IV.D.2.b.(5).(a) the Chair shall be released from one course each semester to facilitate information and action items for review and endorsement by the SEC and the Senate; plan and facilitate the SEC and Senate agendas; represent faculty at various events including constituent group meetings, University Council, ~~President's Panel~~, and Board of Trustees' meetings;

IV.D.2.b.(5).(c) the Secretary shall be released from one course each semester to facilitate processing written minutes for meetings of the Faculty Senate, SEC, SEC/Provost Joint Conference, and University Council; ~~President's Panel~~; and transmitting information and action items and other Senate correspondence to appropriate administrative offices.

Motion to approve Charter changes: Ken Borland, Second: Amy Ryback

Motion passes: 52 for, 0 against, 0 abstain

- Presentations/Updates
 - IT Security Update
 - John Ellinger, chief Information Officer
 - Matt Haschak, Security and Infrastructure

CIO will send a follow up statement on Security to share by the next Senate meeting.

- University-wide Course Evaluation Final Report
 - Rachelle Hippler & Julie Matuga, Co-Chairs

▼

BGSU STUDENT EVALUATION OF TEACHING & LEARNING

Work Group Final Report
March 14, 2017

Official Charge

Faculty Senate and Academic Affairs are collaborating to:

Explore the development and utilization of a
student evaluation of teaching and learning at BGSU
that includes a set of common university questions and
provides flexibility for colleges and departments to add specific
questions.

Working Group

Senate:	Rachelle Hippler	rkristo@bgsu.edu
CAA:	Man Zhang	mzhang@bgsu.edu
Grad Student:	Soha Youssef	ysoha@bgsu.edu
UG Student:	Hannah Stanberry	stanbeh@bgsu.edu
BGSU-FA:	I-Fen Lin	ifenlin@bgsu.edu
Academic Affairs:	Julie Matuga	jmatuga@bgsu.edu
	Matthew Lavery	mlavery@bgsu.edu
	Jessica Turos	jmturos@bgsu.edu

Action Steps

- » Collected more than 60 course, program/department and collect course evaluation instruments currently in use.
- » Conducted a content analysis of items currently in use on course evaluations.
- » Shared content analysis at two open forums for faculty and students.
- » Developed a survey containing 33 course evaluation statements that was sent to faculty, including part-time, and graduate students (Survey 1).
- » Reduced number of course evaluation statements for the pilot (fall 2016) using data obtained from the survey (Survey 1).
- » Shared potential pilot statements at open forums for faculty and students.
- » Administered the pilot (fall 2016) to 69 faculty participants who taught 2,862 students (may be duplicated if students were enrolled in multiple sections) in 117 course sections (Survey 2).
- » Collected and analyzed pilot data to identify final items for the student evaluation of teaching and learning.

4

Final Items for the Student Evaluation of Teaching and Learning at BGSU

1. The instructor **clearly explains course objectives and requirements**. [Course Expectations]
2. The instructor **sets high standards for student learning**. [Course Expectations]
3. The instructor **offers helpful feedback throughout the semester**. [Feedback & Assessment]
4. The instructor **provides opportunities and/or information to help students succeed** (for example, tutoring resources, office hours, mentoring, research projects, etc.). [Support for Student Success]
5. The instructor **encourages student participation** (for example, by inviting questions, having discussions, asking students to express their opinions, or other activities). [Engagement]
6. The instructor **creates an environment of respect**. [Support for Student Success]

Next Steps – Implementation Phase

Representatives from various units will lead implementation with input from faculty, administration and students

- » Software Selection Goals
 - » give faculty their data back quickly
 - » integrate with Canvas
 - » easy for students to use
 - » provide some measure of storage for faculty course evaluation information
 - » offer aggregated data at different levels of the institution that will guide intuitional professional development activities

Get Involved

- » Participate in your college discussions regarding the addition of college-level questions to the student survey
- » Participate in Software Selection discussions
- » Participate in Implementation Process discussions

Contact Us to Get Involved

Rachelle Hippler rkristo@bgsu.edu

Julie Matuga jmatuga@bgsu.edu

Questions:

Q: Do you use an evaluation kit?

A: Julie Matuga- Some use kits, some have qualtrics. There are different tools. Please let us know if you hear of any tools.

Q: Mariana Mitova- We lost a lot of respondents when we switched to qualtrics.

A: Julie Matuga- We are looking at tools that work with Canvas.

Q: Craig Zirbel- In the future, will these 6 questions be mandated?

A: Julie Matuga- This is the implementation process.

Q: Salim Elwanzani- Good parameters more driven from a faculty point of view?

A: Julie Matuga- We received a lot of feedback from students concerning the questions.

Q: Steve Koppitch- Will there be discussions?

A: Julie Matuga- These questions were created from three open forums.

We are scheduling some Teaching and Learning events there will be one on Active Learning Classrooms on March 24th.

ISSUES AND CONCERNS:-

REPORTS FROM SENATE COMMITTEES

Committee on Academic Affairs (CAA): N/A

Committee on Professional Affairs (CPA): N/A

Adjunct Faculty Committee (AFC): N/A

Fiscal Affairs Advisory Committee (FAAC): N/A

Committee on Committees (COM/COM): **Chris Rump-** Faculty Senate is seeking nominations for election to several Faculty Senate standing committees. Vacancies are listed below. Self-nominations are welcome, of course. For all other nominations, be sure that the nominee is willing to serve. For information about committees see: www.bgsu.edu/faculty-senate/committees.html or click on the hyperlinks below. The deadline for nominations is 5 PM, Thursday, March 30, 2017. Elections will take place by paper ballot at the next Faculty Senate meeting on April 4. Please forward any nominations to Robyn Miller at robymgm@bgsu.edu. Thank you!

Amendments and Bylaws (A&B): **Allen Rogel-** Two major facets are realignment of what is currently in Part B and other areas of the Charter and putting the CBA in the Charter. We are paying attention to national trends. Next fall is scheduled for a complete Charter overhaul.

ADJOURNMENT

Motion to Adjourn- Michelle Heckman, Second- Craig Zirbel

Respectfully submitted: Robyn Miller, Secretary