

Ohio Faculty Council Report, FS Feb. 1, 2022

The Ohio Faculty Council met on Jan. 14. Items discussed included:

---the need for board leaders need to affirm or decline their support of a textbook auto adopt policy, decided in consultation with faculty leaders, no later than August 15, 2022.

---Tech Commercialization Award: Possibility of adding/clarifying criteria: Is the technology novel, creative and innovative? How does this compare with the competition? Has a prototype product been developed? What is the stage of development? What is the IP? What is licensed? Is there a clear commercialization pathway? (plan, timeline, investors, estimated ROI)

---Mike Duffey, Senior Vice-Chancellor, OHDE spoke about student debt and colleges who withhold transcripts when there is outstanding debt. Ohio is 1 of 5 states that forwards student debt to the state attorney general for collection. Many IHE across the nation use transcript withholding in an effort to collect on debt, though, colleges are increasingly ending this practice. OFC will likely collect information on this practice of transcript withholding in our state.

Note: I asked the treasurer's office for more information about UToledo's practices--- UT typically allows for 2 semesters before forwarding student debt to the AG, **if** the student does not agree to a repayment plan, at which time the University says it is required to forward the debt to the AG. Students receive initial demands and final demands notifying them about certification to the state. In-between, they also receive calls, texts, emails, etc. The amount of debt that triggers forwarding to the AG is \$10. Regarding the withholding of transcripts for debt, UToledo observes the following ORC rule:

“Sec. 3345.027. A state institution of higher education, as defined in section 3345.011 of the Revised Code, shall not withhold a student's official transcripts from a potential employer because the student owes money to the institution, provided the student has authorized the transcripts to be sent to Am. Sub.H. B. No. 110 134th G.A. 1082 the employer and the employer affirms to the institution that the transcripts are a prerequisite of employment.”

---Discussion of collaboration with the Ohio Faculty Senate (representing community colleges in Ohio) on a resolution opposing HB327 interdiction of teaching “divisive” concepts. I am on a subgroup that is working on that document. We have looked at a resolution ratified by OSU and one drafted by Miami University. Our current draft includes language about the role of IHE, about faculty responsibility for curriculum, the ODHE's new Transfer 36 general education requirements which now include DEI courses as electives, accreditation requirements such as HLC [3.b.3: “The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world,”], ABET [“ABET accreditation is focused on programs producing graduates prepared to enter the global workforce in the applied and natural sciences, computing, engineering, and engineering technology professions. To succeed in these global professions, graduates must be prepared to thrive in diverse and inclusive environments.”], CAEP [Standard 1: Content and Pedagogical Knowledge The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates’

reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.”] It is my hope that our Faculty Senate will also bring forward a resolution opposing this legislation.

Below, is the current OFC draft shared with FSEC, which we could use as a starting point for our own resolution, should FS desire.

“*Whereas*, the faculty of the public institutions of higher education across the state of Ohio are committed to creating, discovering, and disseminating knowledge through distinguished academic programs that prepare students to be leaders and engaged citizens and that develop a skilled workforce essential to Ohio’s economy;

*Whereas* the Ohio Faculty Council and the Ohio Faculty Senate combine to form the Ohio Faculty Congress, are constituted of representatives of the faculty of Ohio’s public institutions of higher education, and whereas these organizations have been recognized as providing a faculty voice in statewide policy discussions;

*Whereas* it is widely recognized that university and college faculty have “primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process;”

*Whereas*, colleges and universities should model robust and civil discussion of uncomfortable topics, regardless of whether or not they are perceived as “divisive”;

*Whereas*, our faculty, programs, courses, and curricula are assessed regularly by students, faculty and administrators;

*Whereas* the Ohio Department of Higher Education revised its transfer articulation guidelines (Ohio Transfer 36) to now include courses that address diversity, equity, and inclusion (updated March 30, 2021) as elective options;

*Whereas*, the external accreditation processes requires that faculty regularly submit course materials (including syllabi and evidence of teaching effectiveness) to accrediting bodies, including, but not limited to, the Higher Learning Commission, Engineering ABET, Council for the Accreditation of Educator Preparation (CAEP), and such materials need to demonstrate that students are exposed to issues of diversity and cultural sensitivity;

*Whereas* loss of accreditation could jeopardize financial aid for students;

*Whereas*, the proposed legislative involvement in campus curricular discussions would have a chilling effect on Ohio colleges’ ability to attract students and to hire and retain faculty and employees; and damage the financial stability and credibility of our system of higher education;

***Now, therefore, be it resolved***, The Faculty Congress of Ohio strongly opposes legislation that would damage the economic interests of our communities by dissuading innovative professors from making their careers in Ohio, discourage students from enrolling in our colleges and universities, and undermine the accreditation status of our colleges and universities.

