

UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of February 25, 2025
FACULTY SENATE
<http://www.utoledo.edu/facsenate>

Approved @ FS on 03/11/2025

Summary of Discussion

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

President Van Hoy: Good afternoon, everyone. Welcome to the February 25, 2025, Faculty Senate meeting. I don't know how we got this far into the semester already. Next week is Spring Break, right?

Senator Coulter-Harris: Yes.

President Van Hoy: I would like to call the meeting to order. Senator Coulter-Harris, would you please call the roll?

Senator Coulter-Harris: Of course. Good afternoon, faculty senators.

Roll call, AY2024-25

Present: Allred, Avidor-Reiss, Bellizzi, Benton, Bigioni, Brakel, Cioc, Cochrane, Coulter-Harris, Delaney, Diakonova, Dwyer, Eichner, Elgafy, Ervin, Giovannucci, Harnych, Heberle, Herrera, Howard, Javaid, Kalinoski, Kaw, Kistner, Krantz, Kumar, Lapitsky, Lee, McLoughlin, Miner, Mungo, Nigem, O'Connell, Osman, Padilla, Pryor, Rouillard, Sahloff, Schaefer, Scheuermann, Semaan, Servick, Sheng, T. Smith, Suarez, Sucheck, J. Taylor, W. Taylor, Van Hoy, Willey, Yonker

Excused Absence: Cheng, Dagostino-Kalinz, Ekwenna, Gilstrap, Johnson, Koch, McInnis, Reinert, Sun

Unexcused Absence: Sindhwani, Van Hook

Senator Coulter-Harris cont'd: Yes, President Van Hoy, we have a quorum.

President Van Hoy: All right, the first order of business is to adopt the agenda. I would like to have our guest speakers go first after we adopt the agenda and approve the Minutes, and then come back to the reports, including our curriculum reports, because our guest speakers have to leave early. But this should leave us lots of time for our curriculum. So, with that said, is there a motion to adopt the agenda?

President-Elect Avidor-Reiss: So moved.

Senator Lapitsky: Second.

President Van Hoy: All right, online, everyone put yes, no, or abstain in the Chat. In the room if you approve on adopting the agenda, please say 'aye.'

Group of Senators: Aye.

President Van Hoy: Any nays? Abstentions? Hearing none. *Agenda Passed.* All right let's approve the Minutes. Everyone should have received a copy of the January 28, Minutes in advance. Are there any corrections? Hearing none. Is there a motion to approve the Minutes?

President-Elect Avidor-Reiss: So moved.

Senator Semaan: Second.

President Van Hoy: President-Elect Avidor-Reiss and Senator Semaan, thank you. All those in favor online, please put yes, no, or abstain in the Chat. In the room, all those in favor of adopting the Minutes, say 'aye.'

Group of Senators: Aye.

President Van Hoy: Any nays? Any abstentions? Alright, the Minutes passed in the room. ***Motion Passed.*** Now it is my pleasure to introduce to you Michell McDevitt and Jennifer Burton, who are going to talk to us about Title IX protections for pregnant and parenting students. This is something relatively new.

Michelle McDevitt, Director Title IX and Compliance and Title IX Coordinator: Hello, everyone. I am Michell McDevitt. I am the Director of Title IX Compliance and the Title IX Coordinator for the University of Toledo, and so I'm going to go over pregnancy and parenting for students regarding Title IX. And then my colleague, Jennifer Burton will talk about the pregnancy compliance regarding Human Resources. Then I have a couple extra Title IX slides that I want to go over just as reminders for information to share with faculty and staff of some areas in our office that we are seeing.

I'm going to skip this one because I think everyone knows what Title IX is. So, pregnancy and parenting, as you have probably heard prior to this, just a little back history. We had Title IX 2020 regs, which we are in now. Over the summer, there was discussion of Title IX regs 2024 that were supposed to be in place in August of 2024. Recently in January with the new administration, those have been vacated. There is no 2024 regulations. Everyone is rolling back to the 2020 regulations. So, what that means, and we were in an injunction anyway in the courts, so we never adopted them. We continue on with our 2020 regs. That covers everything that Title IX covers regarding the sexual harassment, dating violence, domestic violence, stalking. Title IX does have a piece of pregnancy/parenting. The 2024 regulations were going to expand on that a little bit. However, they always existed. There are just areas there. So, what happens when we have a pregnancy and parenting student? First, I want to mention, when we talk about Title IX regarding the pregnancy and parenting student, it is related to the medical necessity of childbirth and directly thereafter. If it is a parenting of a three-year-old, that does not fall under Title IX. But we do have resources, so you can send them to the Eberly Center, which recognizes all parents, and also the Case Center for Advocacy and Wellness. There's a diaper bank at the Eberly Center, there are things that they can do.

When it comes to Title IX with pregnancy and parenting students, we are looking at the medical necessity for that. So, if there are supportive measures, this is mostly what we do with the students. We want to make sure that they are not discriminated in the classroom due to their pregnancy status or directly related to childbirth, which means anything that they have related that information directly; maybe there's something with the baby directly after that, like the baby was in NICU for a week or something like that. So, we want to make sure we're giving them supportive measures. This could be us coming to you for excused absences. This could be needing to pivot to online because they're on bedrest, or an extension because their due date is final exam week. So maybe that is something that we're coming to you to ask. We don't disclose when we're asking for supportive measures. If the student discloses to you, that's fine. But usually, I'm just saying this is a Title IX related matter. Now, sometimes there are times when supportive measures are not reasonable. This could be a tied to accreditation. This could be a tied to something. For instance, if the state is here giving a test; I cannot ask the state to come back. But there are

things that we can work out for the student to be able to support them during this time? If it's not reasonable, you need to let me know why is it not reasonable, what alternatives can we do, and how can work for the student? Sometimes it's just saying, well, maybe we need to do an incomplete. So, those are just some options and examples. If you have any more questions, you can reach out to me and I'm happy to answer those. So, I'm going to sent it over to Jennifer because there is more compliance that we have, especially as it relates to employees regarding pregnancy.

Jennifer Burton, HR Compliance Specialist: Hello. I'm not going to go into all of it because it is a whole different training. But Title VII and our office, HR compliance, handles PWFA, Pregnant Workers Fairness Act, for faculty and staff. If you are a faculty or staff member that needs any accommodations related to pregnancy, or rising out of pregnancy or out of childbirth, that would come to our office. Again, the PWFA, the new regulations that started—I want to say in 2023—are very generous for pregnant employees and it is a federal law, so we need to make sure we are accommodating those requests. There are five requests for things, like extra water, extra snacks, extra restroom breaks, to be able to sit more or stand more, and to be able to pump or express breastmilk. Those are five accommodations that should always be met without medical, without a request of why do you need these. We are not allowed to ask for medical for those. If they come to us and say I need to use these accommodations, we need to, or I should say, current law is showing that those are going to be protected and that they need to be provided. If they need more than that, and are asking for other things, please reach out to my office or Michell's office and we can definitely look at any additional requests that they may have.

Michelle McDevitt, Director Title IX and Compliance and Title IX Coordinator: We do cover expressing breast milk, too, as part of our parenting piece in Title IX. So, if we need to sometimes make extensions for exams, so they can take them in the Testing Center, that way they can take a break to do so, and that is something our office can help facilitate. Jennifer pointed out a nice area too that sometimes there are longer medical conditions that occur. What we do is we work with transferring that student to the ADA office or the ADR office if they need to speak to them because there's longer complications. So, if there's going to be something past what Title IX can do, we do transition people to other offices. That's just an FYI for you. You don't have to worry about transitioning or what's going to happen. Just get them to either our office or Jennifer's office. Any questions regarding pregnancy parenting?

President-Elect Avidor-Reiss: Just a clarification. You started the discussion by saying that all the new regulations are from 2020 to now. Am I understanding correctly?

Michelle McDevitt, Director Title IX and Compliance and Title IX Coordinator: That's correct. So, 2024 regulations are vacated. We are not allowed to implement those at all. They have vacated and said you are only supposed to do the 2020 regulations, which we were in an injunction. We've been in the 2020 regulations for the last five years.

President-Elect Avidor-Reiss: And the 2020 regulation includes the pregnancy thing?

Michelle McDevitt, Director Title IX and Compliance and Title IX Coordinator: Yes.

President-Elect Avidor-Reiss: Okay. Thank you.

Interim Provost Molitor: Just to reiterate, you cannot ask for documentation in this case if the student requests the excused absence. That is automatically awarded to the student.

Michelle McDevitt, Director Title IX and Compliance and Title IX Coordinator: That's correct. If they are working with our office, there is no medical documentation. The only medical documentation that I'm aware of is within the ADR office. We don't handle any medical documents.

Senator Brakel: Scenario, 'student A' mentions that they are expecting to 'professor Z.' Should 'professor Z' inform your office?

Michelle McDevitt, Director Title IX and Compliance and Title IX Coordinator: Good question. So 'professor A' presents---

Senator Kalinoski: No, 'student A'

Michelle McDevitt, Director Title IX and Compliance and Title IX Coordinator: Okay, repeat it to me again.

Senator Kalinoski: Are we mandated reporters?

Michelle McDevitt, Director Title IX and Compliance and Title IX Coordinator: So the good thing is yes, I would always report. We're going to cover mandated reporters because I've had a lot of questions coming my way. So yes, all faculty and staff minus those in their licensure at the Counseling Center or Medical (depending on if they are under their medical licensure at that time, not having a conversation at lunch) are mandated reporters. So, we're going to go with that. So yes, because the most you're going to do is you're going to send it to our office and that person has the right to engage with us or not engage with us, but we have to do our due diligence to give them information.

We have a whole separate letter that we sent to pregnancy and parenting students compared to the other letter that we sent to students that have experienced other Title IX matters. We're giving them resources. What gets us in trouble is if you don't report and we have a student go, 'I told my professor about this and the university didn't do anything, they didn't send me anything.' You don't want to be in that position. So always report to us. They have the right to engage with us or not engage with us, but we need to do our due diligence to reach out, show that we reached out, which we document. We always try and reach out to the student three times through emails and phone calls. We document all of that, so that way if they come back and be like, 'well, the institution didn't do anything,' we can say, 'no, we've reached out on this and on that day.' We get in trouble when we say, okay, this has been reported to somebody and it's never come to us- why are we withholding that information? And that is when we start to work with Human Resources or other areas on campus.

President Van Hoy: Then when we report this, do you want us to report through the usual Title IX procedure or is there a different procedure for this?

Michelle McDevitt, Director Title IX and Compliance and Title IX Coordinator: Yes, that's great. I'm going to show you an example of where to report because I brought that on my slides. But yes, you can call our office and then I will show you the areas where you can report.

Senator Semaan: So, am I understanding right, in some cases in Title IX, if we hear students talking about that they have been sexually harassed or whatever, we are mandated reporters?

Michelle McDevitt, Director Title IX and Compliance and Title IX Coordinator: Correct.

Senator Semaan: In cases of students that we hear are parents or they are pregnant, and we can see that, do we have to report that without them approaching us and telling us?

Michelle McDevitt, Director Title IX and Compliance and Title IX Coordinator: Not necessarily because they might not need support. But if they come to you and say, hey, I'm pregnant, I might need some accommodations, you're going to want to report that to us. But just because somebody says, oh I'm pregnant, you can say, "Would you like some resources?" There's a good conversation you could spark that says, "Would you like some resources? I can at least connect you to the Title IX office because they have some resources." And the worst-case scenario, they have a conversation with us and get that information.

Senator Miner: I have a quick question. Are part-time instructors—please refresh my memory—considered mandatory reporters?

Michelle McDevitt, Director Title IX and Compliance and Title IX Coordinator: Yes, they are. All faculty and staff are. All employees, minus in their licensure moment, are mandated reporters. This even goes down to our student employees that are RAs in the resident's halls. Everybody.

Senator Miner: Wonderful. Thank you.

Senator Delaney: Hey, this is Kate Delaney. I also had a question.

Michelle McDevitt, Director Title IX and Compliance and Title IX Coordinator: Okay, go ahead.

Senator Delaney: So, are these students afforded privacy rights and protections? Like, is their pregnancy status reported anywhere?

Michelle McDevitt, Director Title IX and Compliance and Title IX Coordinator: No, it stays within our office. We keep our records subject to court order subpoena and public record law, yes. It is just like all of our other cases, but we keep it as private and as quasi confidential as we can. That's why when I'm reaching out to faculty to ask for supportive measures, I say it's a Title IX related matter, and I do not disclose what matter that is.

Senator Delaney: Okay, but what if we document with a student that we've asked if they would like support? If they decline, we don't have to provide any information to the office of Title IX?

Michelle McDevitt, Director Title IX and Compliance and Title IX Coordinator: No, you'll still want to report it to us and let them decline to us.

Senator Delaney: I just feel like that opens a 'Pandora's box' in the current climate.

Senator Eichner: Yes, I have a question about that. I mean, that is their medical status and you're saying I'm just supposed to report it to you 'because.' That doesn't feel right. That feels like a violation of their privacy if they say they don't want support. So, can you speak more to that?

Michelle McDevitt, Director Title IX and Compliance and Title IX Coordinator: Sure. Again, they can send, they can decline us or not. That situation, if you make that decision, just know if they come back later and say, 'I told somebody' and it never made it to our office, that will be a different conversation that we have to have.

Senator Eichner: Okay, I need you to say more about a woman's right to have it disclosed publicly that she's pregnant. You're saying that if someone says, oh, I'm having a baby, and I say, hey, would you like me to get you in touch with the Title IX office just in case, and they say no. You're saying I'm going to be held liable later?

Michelle McDevitt, Director Title IX and Compliance and Title IX Coordinator: No, okay, that's a little bit more expanded. That's a better example for me to understand. So, they say, no, I'm good, I don't need anything. Then you can say, that's okay, because it's different from what harassment would be. So, then you could say, okay, but should you ever need supportive measures, you can always reach out to the Title IX office.

Senator Delaney: I guess it just feels like a really different category than sexual assaults or sexual harassment. But if a student discloses that they're pregnant, there is not a threat to them necessarily, but there might be.

Michelle McDevitt, Director Title IX and Compliance and Title IX Coordinator: Yeah, there could be if there's domestic.

Senator Delaney: I don't know.

Michelle McDevitt, Director Title IX and Compliance and Title IX Coordinator: But if you just say that somebody comes up—so that was a better example now that it is more expanded—the second part of it, yes. So, let's do the scenario: We have a student that says, 'hey, guess what? I'm expecting, I'm pregnant.' 'Congratulations. If you need any support, there's the Title IX office that can help with academic supportive measures. Would you like me to connect with them?' 'No, I'm okay.' 'Okay, great. If you do, check out their website.' That's not a thing you have to report. That's different. If they say, 'yes, I would like support' then yes, send them to us. Did I make that more clear?

Senator Delaney: Okay, that's clearer. So, unlike sexual assault where if the student says, I was sexually assaulted—and we are mandatory reporters of that—in this case, as long as the student declines to us that they would like support, we do not have to give you their name, correct?

Michelle McDevitt, Director Title IX and Compliance and Title IX Coordinator: Right. No, not when it comes to pregnancy. You can just say 'congratulations, that's great, but do you know about this?' And then if they say yes, I want support, then yes, you can send them to us.

Senator Delaney: Great, thank you for the clarification.

Michelle McDevitt, Director Title IX and Compliance and Title IX Coordinator: You're welcome. I'm sorry I didn't get the first questioning clearly right away, but after the example, it was a little bit easier.

Senator Semaan: This might be a question for the Provost more than your office. Some of us do include on our syllabus the Title IX harassment thing and give your address. Should we also include something about pregnancy and parenting?

Provost Molitor: We can certainly review the syllabus template with the Title IX office and see if there are any changes or additions made. I am happy to do that. That is an excellent suggestion.

Michelle McDevitt, Director Title IX and Compliance and Title IX Coordinator: Yeah, we could add like a sentence or two to it that just gives them resources and an option if they're looking for that. Any other questions?

Senator Cochrane: I had a question. This is Wendy Cochrane. Does this apply to fathers? Because I just had a student yesterday telling me his wife is expecting in early September. We obviously will work with him, but, you know, he may be out for some classes [to be] with her. He'd like some time with her, so should I be sharing with him this support or is this just for the person having the big baby?

Michelle McDevitt, Director Title IX and Compliance and Title IX Coordinator: Yes, we have done support for those that identify as fathers because they could be a very big caretaker of that person. If they need to be at an appointment or if their significant, like, we've had for an example, we've had their significant other be very ill during childbirth and the baby was in the NICU and they were the main care caretaker. It is part of Pregnancy and Parenting to get that person some resources, so we have worked on that with some fathers as well.

Senator Cochrane: Thank you.

Michelle McDevitt, Director Title IX and Compliance and Title IX Coordinator: You're welcome. Any other parenting/pregnancy questions? Okay, I will go over just a couple more slides that I have.

Just a reminder of what Title IX covers. Besides pregnancy/parenting, and this is the mandated reporter part for 'no matter what' of a disclosure, and this is sex discrimination, sexual harassment, sexual harassment including Quid Pro quo, which is the differential of power, sexual assault, dating violence, domestic violence, stalking retaliation. It doesn't matter where it happened, it doesn't matter what had happened, it needs to come to our office. The jurisdictional boundaries are different for how we handle it on where and when it happened, but we have to be able to give them notice. We have to give them supportive measures. There are some things jurisdictionally that we have to do differently, maybe under another policy or maybe that person doesn't want to move forward with anything, but we do need to make sure that they get the information from our office. I just wanted to do a quick cover of those.

Then here's our mandated reporter area. So, "*All faculty, staff employees on the campuses are mandated reporters except the confidential resources such as those under their licensure and the Counseling Center.*" You are expected to report any actual or suspected sex discrimination, harassment retaliation, anything. It has to come to the Title IX office. Please remind people that you are mandated reporters if you can get it out in enough time. Sometimes you are not able to because they just start to spill and that's understandable. But what I like to do is, when I tell somebody I am a mandated reporter because sometimes people don't realize that I am a mandated reporter even in the role that I have. The first thing I say is 'whatever you are about to say,' if they say, 'hey, I got to tell you something that happened to me this weekend.' The first thing should be, 'I really want to hear what you have to say and it's very important for me to hear you; however, just know that whatever you say to me, I'm a mandated reporter.' That sounds scary, so follow it up right away with, 'that just means, some of the information, I may need to send to another department that can give you information, resources and options.' If they say, 'I don't want to tell you,' that is fine. 'We are going to go over to get our research guide and where to give them confidential resources, because then you can just give them confidential resources and they are on their way. If they say 'okay, this is what happened,' then you need to go forward and report it to us. You do not need to investigate. You do not need to ask a ton of questions. You just need to say 'what was said to you?'

I need the complainant's name.' You cannot give them confidentiality, only the confidential offices can do that. The location is helpful, but that is okay if you can't get it. Then if you can get me a phone number, that would be great. I just need that and that is about all I need, and I'll definitely make sure that we're getting the resources to them. Question?

President-Elect Avidor-Reiss: Just to clarify. So, if a student says I don't want to share it with you, I do not need to go to you and report that the student does not want to share it with me?

Michelle McDevitt, Director Title IX and Compliance and Title IX Coordinator: That's correct because you don't know what it is. If they say sexual assault, but I don't want to tell you about it, you need to send it to me. Because I know then there's a sexual assault. But if they're like, well, I don't want to talk to you, then you can't report what you don't know. But if they say any of those words and they don't give you any other information, it needs to come to us. If you are unsure, just call us and ask. Any other questions? When in doubt, just call our office and ask and we can help you.

This is the new updated Title IX guide. It is a printable PDF on our webpage. It's two sided, so everything with the gold bar on top is your confidential resources:

- We have the YWCA Rape Crisis Center. They're available 24 hours a day for faculty, staff, and students. It's a free resource in Lucas County. It's a 24-hour answered phone number. They can also help with civil protection orders if anyone's looking for one of those. It may not be related to just sexual assault with the rape crisis, they can help with civil protection orders.
- We also have the Bethany House listed. Both YWCA has a domestic violent shelter and then Bethany House is listed as a domestic violence shelter as well.
- Then we have medical resources. We have the Toledo Hospital listed, we have UTMC listed, and we have St. V's. All three hospitals have 24-hour SANE nurses, which is the sexual assault nurse examiner. They are available for sexual assault examinations if they need it.
- We also have mental health resources. So, we have the Counseling Center listed for students. The Counseling Center is free for students, so you can send them there.
- Then for employees, we have the EAP program - all listed there.
- When in doubt if they want to the call police, we have 911. On the back, you'll see non confidential. So that is where our office is listed.
- You have UTPD on there, military services is on there, resident's life, ADR office - our accessibility disability resources, Human Resources is on there, the Case Center is on there,
- The Office of Civil Rights, and again, our office to reach them. So, that is available. Even if somebody doesn't need Title IX, this is a great area of all the numbers you could possibly need to reach somebody on campus for other situations to just have readily available for you. Any questions about the resource guide?

So, here is reporting options and how you can go about it. So, people have the right to call 911 or not to call 911. It is their choice. You can go to University of Toledo, you type Title IX and as scroll down our

webpage, there is about four times where it says complete a complaint form - you will get taken to the sexual misconduct form. If you have somebody that wants pregnancy and parenting resources, you will use that form. You would just hit supportive measures, and that's for them so we will know that. Then the rest is listed. It is all drop down. You can always email the Title IX box and one of us will get back to you. You can call. We are located at Snyder Memorial on the Main Campus. If you do not know where we are located, it is the building next to the Student Union. We do have an office here on the Health Science Campus. So, we do meet students, or faculty or staff here at the Health Science Campus. We are behind a locked door, so it is usually by appointment only. We are in the CCE building on the second floor. Then there is my contact information.

You can always feel free to reach out to me directly and just run a scenario me or how do I report this, where do I report this? It is good to know if you say I don't really have anything Title IX, but I have something else that I need to report, I am happy to walk you through how to report to get to Human Resources or Student Conduct if it is a student conduct issue or also in the next area, which I will show. If you if you have a report a concern for a Rocket Care form, just saying I want to just check on the student for something for other things that are not related, you can do that as well. And you will find that if you go to any UToledo page and you scroll all the way down and you see 'Report a Concern,' there are four boxes to report a concern:

- One, the sexual misconduct Title IX form will come up, and then also you will see the Rocket Care form. You will see other protected class discrimination harassment form there, and I think there's one more box. I think it is just report a concern for a general concern that you have. So, all four of those boxes are there. There is information on what is covered under those so you can. Just report a concern for a general concern that you have. So all four of those boxes are there. There is information on what is covered under those so you can report those as well. Any questions? Okay, that's all I have.

President Van Hoy: I appreciate you coming. All right, everyone, we're going to move on to the executive committee report so the committee on constitution and rules is working on a proposed. The Committee on Constitution and Rules is working on a proposal to convert the ad hoc Retention and Recruitment and Budget committees to standing committees. They will bring this to Senate for discussion and a vote in March.

Interim Provost Molitor recently brought several issues to the Executive Committee for discussion. These include:

- a.** Faculty Senate representation for faculty employed in the Institute for Constitutional Thought and Leadership. We have referred this to the Committee on Constitution and Rules.
- b.** The length of winter break. Winter break was expanded from four to five weeks when the winter intersession was created. However, the intersession was discontinued because it was not serving students as expected and the 2024-25 winter break was reset to four weeks. Interim Provost Molitor asked if faculty prefer a four-week or five-week winter break. After discussion, the Executive Committee recommended the five-week break because it provides a week to help students reenroll if they are deregistered from classes. Interim Provost Molitor said that other areas of Academic Affairs also prefer the five-week winter break.
- c.** UToledo's version of Banner has a limit of two-degree programs per student. This is creating problems

because undergraduate students are enrolling in majors and certificates together. Interim Provost Molitor proposed creating minors that mirror certificates where those minors do not already exist. This will allow enrolled students to add minors rather than certificates. Interim Provost Molitor also asked if these new minors could be created without faculty review because they would be identical to certificates that had already been reviewed and approved by faculty governance. The Executive Committee concluded that any new minors should be submitted in CIM for review to help catch any unforeseen problems (such as credit hour differences) and because programs may not want their minors and certificates to be identical.

Update on the president and provost searches. As you may have seen in the *UToledo News* or *The Blade*, the presidential search is preparing for second round interviews to take place in March. Third round interviews are expected in April. The provost search committee has begun reviewing candidates and expects to have first round interviews in March.

After the governor's return to work executive order was mentioned at the February 11, Faculty Senate meeting, several faculty have sent me links to statements from other universities, including OSU, that have confirmed the executive order is not intended to include state colleges and universities. If our administration is ending or reconsidering remote work agreements, it may be in the spirit of the governor's executive order but does not appear to be required by it.

Finally, senators and faculty serving on committees had a great time watching the UToledo vs. BGSU men's basketball game last Friday. Thank you to the Interim President for inviting us to use the President's suite.

Would any Executive Committee members like to add anything to this report? It doesn't look and/or sound like it. All right, are there any questions?

Senator Semaan: Sorry, I did not fully understand the mirroring of the minors and their quest that the Executive Committee said, you know, we have to go through because the minors may be similar to the certificates. So, will we have two minors in that sense if we are doing a certificate as a minor and a minor as a minor? I mean, how does that workout?

President Van Hoy: You might have, assuming the certificate is different from an existing minor in that program, right. If you convert it to a minor, you might have two minors available in that program then. But if there is already a minor that is very similar to the certificate, then you wouldn't do anything more. It already exists. Did that help?

Senator Semaan: [Indecipherable] ... is different.

President Van Hoy: That is why we suggested they go through reviews.

Interim Provost Molitor: another issue we identified was that certificates do not have the same rules as minors. For example, you could have a nine-credit hour certificate, but for minors I believe they have to be 12 hours. In that case, we could not automatically convert a certificate to a minor because it does not meet the standards for a minor.

Senator Semaan: We don't have to submit assessment stuff for the minor, but you have to for the certificate.

President Van Hoy: Right, because it is a degree program. Go ahead, Past-President Rouillard.

Past-President Rouillard: I just want to reiterate that we do have certificates that have fewer than 12 credit hours, we can't just roll those over into minors. And even if we have certificates that are very close to minors, any change has to be vetted by this body. So, any change from a certificate to a minor has to come through this body.

President Van Hoy: That is correct and the Provost is nodding his head in agreement.

Past-President Rouillard: Okay.

President Van Hoy: Any other questions? Anything in the Chat, I can't see it? Just comments. All right, I think it is time for the Provost's report. Thanks everyone.

Provost Molitor: Thank you, Dr. Van Hoy. I appreciate it. As you may be aware, we received a "Dear Colleague" letter from the Dept. of Education on February 14th that states that "educational institutions may neither separate or segregate students based on race, nor distribute benefits or burdens based on race" in the wake of the June 2023 Supreme Court ruling in the Students for Fair Admissions v. Harvard case. The Department's position is that an educational institution is violating the law if it treats a person of one race differently than a person of another race, and that consideration of race in decisions pertaining to admissions, hiring, promotion, compensation, financial aid, scholarships, prizes, administrative support, discipline, housing, and even graduation ceremonies is illegal. I am aware that there have been multiple recent injunctions granted limiting the federal government's ability to take certain actions under some Executive Orders, but it is important to note that these do not preclude federal agencies from investigating the University, nor do they impact federal agencies' ability to impose requirements, modifications, or restrictions under other parts of federal law.

The University has already taken substantial steps to comply with the Students for Fair Admission decision, for example, by eliminating race from any scholarships University faculty or staff are involved with awarding to protect those employees. It may be that we do not need to make many significant changes to ensure compliance with this expectation. But, to be clear, we must (1) ensure that the University's policies and actions comply with existing civil rights law; (2) cease any efforts to circumvent prohibitions on the use of race by relying on proxies or other indirect means to accomplish such ends; and (3) cease any reliance on third-party contractors, clearinghouses, or aggregators that may facilitate using race in a prohibited way. Failure to comply could result in the loss of federal funding from grants, contracts or student financial aid. In addition, it may result in investigation through a variety of federal agencies or private litigation. We are currently conducting a review of our operations to ensure compliance with Students for Fair Admissions and the Dear Colleague letter.

I am concerned about directives that impact our ability to support our students and legislation that would limit the ability of faculty to freely present topics in the classroom that are relevant to the academic subjects they are teaching. Ultimately, we are a public institution, bound by state and federal law and we and our faculty and staff will comply with federal directives and state legislation while doing everything we can within the law to ensure the success of all students and to provide a safe and welcoming environment for all our students, staff and faculty.

On a different topic, I would like to alleviate concerns that we are preventing students from working with faculty advisors as part of our centralized advising transition. Advising caseloads were updated in Banner and Starfish to ensure all students were assigned a professional staff advisor in the system. As a result, this led to some students erroneously thinking they no longer had access to their faculty advisor. To alleviate any confusion, we have created a faculty advisor and mentor role in Banner and Starfish and

have communicated these changes to the students that were directly affected by these changes. Again, we have no intention of preventing students access to their faculty advisors.

On a positive note, I wanted to thank our faculty and staff for their efforts in connecting our students with industry professionals and future employers. The Neff College of Business and Innovation hosted their Spring 2025 Career Fair on Friday February 14th, and this past Thursday through Saturday the Schmidt School of Professional Sales held their 10th annual UToledo Invitational Sales Competition, which brought in 120 students from 37 universities across the country. Kudos to Dr. Wendi Goodlin-Fahneke and her colleagues in the Criminal Justice and ROTC programs for hosting a public service career fair in the Health Education Building, also this past Thursday. And finally, the College of Engineering held its Spring 2025 Career Fair in Savage Arena this morning. All four events had a fantastic turnout of both students and industry professionals.

I also wanted to extend congratulations to our candidates for Distinguished University Professor – Dr. Randy Ellingson from the College of Natural Sciences and Mathematics, Dr. Ellen Pullins from the John B. and Lillian E. Neff College of Business and Innovation, and Dr. Michael Rees from the College of Medicine and Life Sciences. I would also like to congratulate our candidate for Distinguished University Lecturer – Faculty Senate member Prof. Michael Kistner. All four will be presented for Board of Trustees approval at their meeting next week.

And finally, congratulations to our students and faculty for achieving the Carnegie R1, or very high research activity, classification. This is another indication of the quality and quantity of research, scholarship and creative activities our students and faculty pursue at UToledo. We are the only institution in northwest Ohio to achieve this designation. We are planning an event to celebrate this achievement in early April and will provide more details soon.

Thanks for your time, and I would be happy to take any questions. Dr. Semaan?

Senator Semaan: Just a quick question. Right now, some faculty who are advisors do not have any more access to the degree audit on my UT Webpage. If you go there and try to click degree audit, it's giving an error. So, I'm not sure if that is something that in the transfer to centralize something happened. What's going on because some faculty are complaining about that yesterday and today.

Provost Van Hoy: [Indecipherable]...

Interim Provost Molitor: I am not aware of anything they would have done in Starfish and Banner that would have affected your ability to access degree audit. I believe that is a separate access. If you are still having problems, send a note to me and I will look into it and make sure that access is restored.

Senator Semaan: I know almost every single faculty in WLC.

Interim Provost Molitor: And I suspect that it may be that a degree audit is down vs. an access issue. But thank you for bringing that to my attention. I will look into that. Dr. Brakel?

Senator Brakel: This is kind of my concern that I have with this DEI 'dear colleague' letter. It is to what extent is the university going to protect faculty given the AG Ohio Attorney of General's stance after the Supreme Court really in a couple of summers ago where he said, you know, faculty may be held liable?

Interim Provost Molitor: Yes, and this is a big concern on my end because ultimately, we are represented by members of the State's Attorney's Office. If the State Attorney determines that faculty have somehow violated the law, then they are under no obligation to protect our faculty. This puts us in a very awkward situation. This is why we want to make sure we review all our processes, consult with our

colleagues in the State's Attorney's office so we can provide as clear guidance as possible to our faculty to make sure that we understand the rules moving forward.

Senator Brakel: But you're still under a timeline as of this Friday when you're supposed to have this implemented, correct?

Interim Provost Molitor: The warning for this Friday was that we could potentially lose funding. There was nothing about prosecuting individual faculty for violating the rules. I can consult with Legal Affairs to confirm that is the case and thank you for bringing that to my attention as well.

Senator Delaney: I had a question.

President Van Hoy: Go ahead, Senator Delaney.

Senator Delaney: This is Kate Delaney. Just in the spirit of like more good news, I was wondering if the Provost could speak to the return to work order. I thought I heard that it was mentioned as something that would be in the Provost's report. I'm just curious because I'm hearing mixed information about what the implications are for faculty in terms of time on campus and I think people are feeling it is unclear.

Interim Provost Molitor: No problem, Dr. Delaney. With respect to faculty, you are already subject to this return-to-work order because of your workload, we determine the modality of your courses. If you are told you must teach in person—and this has been the case since the return from the pandemic—then, that is part of your teaching workload. The-return-to-work directives are mostly for staff who have a remote work agreement. We are not talking about faculty here. Does that help answer your question?

Senator Delaney: Sort of. My question was more related to things like if faculty are unable to attend certain meetings. I've heard from people that they are being told that under the return-to-work rules, they have to even if they cannot be present.

Interim Provost Molitor: For in-person college or department faculty meetings, yes, it could be a requirement that you are obligated to follow. Obviously you may have an excused absence from those meetings, but we are under no obligation to provide remote participation in meetings, if for some reason we feel the need to have that meeting in person. Again, I think that is separate from the Governor's return-to-work order.

President-Elect Avidor-Reiss: So, just to follow-up question. So, does a Faculty Senate member should be in person or can he/she be also?

Interim Provost Molitor: This is your organization. You are welcome to host meetings however you want. In fact, I provide a remote option for many meetings I host.

Unknown Speaker: [Indecipherable]....

Interim Provost Molitor: If there is a reason to be in-person only, then it is justified to request everybody be there, okay?

Senator Lapitsky: So, regarding your comments earlier on advisor centralization, I understand that you've solicited input from advisors on some of the wrinkles that have developed in the rollout of this initiative.

Interim Provost Molitor: Yes.

Senator Lapitsky: Could you comment on any updates that have been made to the process based on the input that you've received since then?

Interim Provost Molitor: Yes. I spoke to several advisors, maybe 10 or 12, over the course of the previous week. Then I put together my notes from what I heard, and I just met with the advising leadership team yesterday morning to go over those findings. They now have those findings and I have tasked them to figure out if, or how they are going to respond. That is in progress right now.

Senator Lapitsky: Thank you.

Interim Provost Molitor: Yes, you are welcome, and I appreciate you bringing this to my attention. Thank you.

President Van Hoy: Senator Eichner posted in the Chat that she was told today that the [Indecipherable] related to the update.

Interim Provost Molitor: Okay. Apparently, everybody does not have access to it right now, so good to know. Okay. I will turn it back over. Thank you all and happy spring break. I cannot believe we are already here.

President Van Hoy: I can't believe we're already here. Thanks Scott. Okay, it is time for the undergraduate curriculum report will be presented by Rob Padilla.

Senator Padilla cont'd: So, these twenty-eight courses I would like to submit to Faculty Senate for approval if there are no issues at all. Those online, please answer yes, no or abstain. In the room, 'aye' if you approve it.

Group of Senators: Aye.

Senator Padilla: Any nays? Any abstentions? President Van Hoy, what do we have?

President Van Hoy: The votes are coming in now.

Senator Padilla: The committee will be happy.

President-Elect Avidor-Reiss: There is one abstain.

Senator Padilla: One abstain. *Motion Passed.* So, yes on twenty-eight; I'll let the committee know tonight. So I'm going to switch to--- I want to be clear about this, I've been asked to do this by the committee and [I'm] happy to do it. I like the committee and I don't want the committee to 'beat me up' <laughter>.

All right, this is an email that President Postel sent to Faculty Senate. I wasn't in Faculty Senate when this was sent, so they are asking the new guy to do this <laughter>. Take a few minutes and read it. They asked me to read it to you, but I am not going to read it to you people.

President Van Hoy: They made me read the resolution into the Minutes.

Senator Padilla: You're going to make me read it?

President Van Hoy: Will you, for the Minutes?

Senator Heberle: Yes, for the Minutes.

Senator Padilla : Okay. [The following was read into the Minutes]



Faculty Senate Office
To: # Faculty - UT Faculty All

🗨️ Reply 🗨️ Reply all ➡️ Forward ⬇️ 📧 📅 ⋮
Thu 4/25/2024 7:58 AM

Dear Faculty Senate and Institute of American Constitutional Thought and Leadership:

The Faculty Senate's recent action to deny its approval of the curriculum set forth by the Institute of American Constitutional Thought and Leadership has been taken into consideration. The University has determined that the curriculum will be implemented.

The Ohio legislature has specifically established an independent academic unit within The University of Toledo. The director of the institute reports to the President and Provost of the University.

The statute provides that the director is authorized to oversee, develop, and approve the institute's curriculum. There is no provision for oversight of that curriculum by anyone other than the directors' supervisors.

Nowhere in the Faculty Senate Constitution, Bylaws, or Rules is the Faculty Senate or any part of it given the authority to veto or prevent a faculty member from preparing and using a particular curriculum. The authority given Committee on Undergraduate Curriculum is to "act as a **reviewing and recommending body** for new undergraduate course proposals or changes in courses ..." The Committee on Academic Programs similarly can "study, report on, **and make recommendations** on proposals to create new undergraduate degree programs and on proposals that modify existing undergraduate degree programs . . ."

This letter serves as notice to Faculty Senate and the Institute that the curriculum is approved as of the date of this letter.

Dr. Gregory Postel
President

Scott Molitor (he/him/his)
Interim Provost and Executive Vice President for Academic Affairs

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Senator Padilla cont'd: So with that understanding, we are not sending these five CLT courses to you for your approval. We are asking, and it is up to you what you want to do with them, that you vote send them along the next step because they are part of the curriculum, or not. Since we cannot approve them because they are already pre-approved, we are not asking you to approve them. Does that make sense?

President Van Hoy: In an 'odd' way.

Senator Semaan: If it doesn't need our approval to move to the next stage, then why...?

Senator Padilla: Senator Semaan, it is entirely up to you.

President Van Hoy: It doesn't need our approval to move to the next stage.

Senator Semaan: Then why should we...?

Senator Padilla: Senator Semaan, it is entirely up to you. If Faculty Senate decides that it does not want to do this, we don't have to. This is just what we came up with as a rationale. We thought, we can't approve it, so we will ask that you to send it forward.

President Van Hoy: This would not endorse the courses, just move them forward to the provost office in CIM.

Senator Padilla: Absolutely.

President Van Hoy: Go ahead, Senator Taylor.

Senator J. Taylor: Just a question. Can the Senate request that we not have duplication between the offerings coming from that institute and things that are currently existing on Main Campus?

President Van Hoy: We can request, but they don't have to listen. That's our issue.

Senator J. Taylor: Well, I mean I know they don't, but the administration—can the administration overrule that and not have duplication of resources?

President Van Hoy: Well, I will hand the mic to the Provost.

Senator Allred: Can I follow up with one thing with Senator Taylor while that's happening? Because just as a reminder for folks, in this case, President Postel was actually inaccurate here. The course was not denied. It was sent back because of checking for duplication and other normal procedural matters had not been done. So, I think it's relevant and germane in this case that it actually wasn't approved or denied. It was sent back for not having done this in the first place.

Interim Provost Molitor: This is Scott. If you read the legislation, the director of the institute has the authority to approve curriculum, hire faculty and a few other things. The Provost's Office and the President's Office do not believe we are in position to deny approval of courses even if they may overlap with courses that have already been approved by the Faculty Senate. We believe the discretion for this approval relies with the director of the institute. And again, we are a public institution, and we need to comply with the laws of the state of Ohio.

I do want to address what Dr. Padilla was talking about. Because these courses must end up in our catalog, they do have to go through the CIM system, and Senate is programmed in as a step in this system. So, if you want to move them forward, you can. If you don't want to move them forward, we'll move them forward for you so we can get them approved and into the catalog.

President-Elect Avidor-Reiss: So maybe just to clarify. If what you're saying is that really the Faculty Senate is not involved in the decision making regarding those courses and regardless of whatever is happening in the University, this other institute can do whatever they want based on their criteria. So, is there no way just to make changes in CIM that he doesn't go through the Faculty Senate?

Provost Molitor: To exclude the Senate from the review process for these courses?

President-Elect Avidor-Reiss: Yes.

Interim Provost Molitor: I can ask the manager of the CIM system to see if that's feasible. Thank you for the suggestion.

President Van Hoy: I think first we should figure out if that something's Senate wants because, you know, I assume that when these courses got to the Curriculum Committee, that they gave them feedback.

Senator Padilla: Yes, absolutely.

President Van Hoy cont'd: Right, and that feedback, whether or not we approve them, that feedback seems like it is positive and helpful.

Interim Provost Molitor: And that's what I mentioned to Dr. Padilla; I thought that would be useful if anything else just to provide comments to the institute on the courses.

President Van Hoy: Yes.

Past-President Rouillard: So, President Van Hoy, can I jump in here?

President Van Hoy: Sure.

Past-President Rouillard: Let's also be clear, these courses may be in the catalog, but there's nothing in our majors and minors that allows these courses to count towards our programs.

Interim Provost Molitor: That's an excellent point. They do not have authority over your programs. They do have the authority to create their own certificates, minors, and degree programs. However, I should remind you that there are a number of programs that have free electives that allow students to take any undergraduate course to satisfy the 120-hour degree requirement. Unless you go through a curricular approval process to somehow exclude those courses, then I believe these courses would satisfy a free elective requirement.

Past-President Rouillard: Okay, but they can't count as majors because they're not specified.

Interim Provost Molitor: Unless you submitted a program proposal to include those courses in your major.

President Van Hoy: Right. I believe they are putting together a minor and so any student in any major can add a minor, right?

Interim Provost Molitor: Correct, and take the certificate, which I believe is already approved.

President Van Hoy: Right.

Interim Provost Molitor: And ultimately it is in the legislation, it is their goal to develop an undergraduate degree program.

Senator Brakel: I wonder if there would be any benefit—and I think there would be—for Senate to vote to say that we acknowledge that the Curriculum Committee has reviewed these courses? So, that seems to at least say we have had some oversight or at least input into the curriculum.

President Van Hoy: So, how would that go then? Are you asking for a vote?

Senator Brakel: Well, right now I'm putting it out there [really] for further discussion because it seems to me like it might be beneficial to send its cause.

Interim Provost Molitor: And now that you mentioned that Dr. Brakel, the Collective Bargaining Agreement does say the Faculty Senate is the instrument by which to provide input on all undergraduate curriculum. So, in that case, I still think we need this step in the curricular approval process. So that's an excellent point- yes.

Senator Coulter-Harris: President Van Hoy, can I ask a question, please? Have these courses been identified already as duplicate Main Campus courses?

Senator Heberle: Yes.

Senator Coulter-Harris: Okay, that is what I wanted to know. Thank you. Was that Senator Taylor?

Senator Heberle: No, this is Senator Heberle. I was just going to add to Senator Brakel's comment and suggest that it is important to document all along the way because either ICLT will survive; right now, they have two and three students in each class and as they build and increase, maybe they will survive.

Maybe it will get repealed in another legislative session. Maybe they will be a campaign to try to deal with this at a state-wide level. But we need documentation as to what is going on, on this campus around ICLT just for those purposes because this is not over. So, we should [I think] document all that happens in relationship to our campus and to the University in terms of the impact of ICLT.

Interim Provost Molitor: Just a minor correction. I believe the acronym they use is IACTL, Institution for American Constitutional Thought and Leadership.

Senator Heberle: Oh, they added the American?

Interim Provost Molitor: Yes.

Senator Allred: I'm sorry this is Senator Allred again. So if we are adding feedback, I still then would wonder the question which both Linda and Jami have brought up, which is that any other courses that overlap this substantially with programs and other parts of the university would be sent back to not overlap. So why would we be now, again, they can do whatever they want, that's legislation, fair enough. But why would we give any feedback other than 'this doesn't meet the basic processes that we follow with literally every other class on campus?'

President Van Hoy: Well, only because they're not being held to any standards. To me, it sounds---

Senator Allred: Right, but they're asking for our feedback and so our feedback is, yeah, you should do the same thing with the rest...

President Van Hoy: So, to me it sounds like we're heading towards we should vote on these, so that they are in the record, right? We can vote against them, right? They are duplicative if that is what we want.

Senator Allred: Well, I would argue that Curriculum would normally [have] sent this back already.

President Van Hoy: So, you are asking for the Curriculum Committee to---?

Senator Allred: I'm asking for Curriculum to send it back, and then the Provost can move it forward if they want. But that is what I would ask for. If all have the same rules the rest of us do, you know, fair enough.

President Van Hoy: I have no objection with---

Senator Heberle: Well, you know, the thing is that I think Rob [Padilla] would respond from the Curriculum Committee that they already sent it back and sending it back is not refusal. So, the letter is actually mistaken. It was not a refusal; we didn't refuse to pass them- it was sent back. So theoretically, if they were under normal rules, then they would send it back through because it hasn't been refused yet.

Senator Scheuermann: I was on the committee last year when this all began and yes, what you're hearing is absolutely correct. We sent back the proposals—under, I think Linda was our chair at the time—and we asked for some additional information as we would with any proposal, and you saw the response that we got from the central administration. So, what I would suggest is that the issue is not necessarily between Faculty Senate and people within the CLT courses. It's with the central administration and how they responded to our suggested for changes. Again, we did not deny. There is no language at all to suggest that we were denying the course. And so again, I think we need a commitment from the central

administration that they're going to commit to actually following a process that we believe should be in place for these courses.

President Van Hoy: Thanks Senator Scheuermann. Senator Taylor, do you have your hand up?

Senator J. Taylor: Yes. I just want to get a little bit of clarification from Provost Molitor because I am the Chair of the Academic Programs Committee. Once these courses I guess are approved by you, we have multiple programs before us that are relying on the courses. Are we supposed to just present them then or what do you want us to do?

Interim Provost Molitor: So, you're asking about the review of the programs that are forwarded by the institute that involve these courses?

Senator J. Taylor: Right. So yes, we will go ahead and move the courses forward, enter them into the catalog, and then you can follow whatever process that the Senate determines work for the Undergraduate Curriculum Committee and the course review.

Senator J. Taylor: I have tried to work with them, and they have been responsive to at least trying to get them to fill out the boxes correctly, but beyond that, we really don't have any review, correct?

Interim Provost Molitor: And I appreciate that. That's very helpful. Thank you.

President Van Hoy: Can you speak into the mic for those who may not have heard you?

Interim Provost Molitor: She's concerned that the potential duplication that notes that several of the proposals indicated the director attempted to contact various departments and never received responses back. Surely that makes it hard to avoid duplicate in curriculum.

Senator Heberle: I was just going to clarify that the Provost is saying that your interpretation of the statute is that the director gets to do whatever they want with curriculum and the provost and president can't review it.

Interim Provost Molitor: That is our interpretation.

Senator Heberle: Just clarifying because that speaks to whether or not we want to encourage or look at that and see if it could be interpreted differently, or if that's the way it is. I think if that's the way it is, but I don't know.

Senator Semaan: Provost Molitor.

Interim Provost Molitor: Yes?

Senator Semaan: Quick question regarding how many students are in the classes. Is it the same policies that apply to regular classes without a certain number of students who are cancelling classes applies to this?

Interim Provost Molitor: We have no authority to cancel their classes. They are under a separate budget line.

Senator Semaan: Okay.

Interim Provost Molitor: They receive money directly from the State to pay their faculty so we can't say that a class can't run because you don't have enough students enrolled.

President-Elect Avidor-Reiss: So, I just want to try to summarize if my understanding is correct. So the only role the Faculty Senate can have is to provide some suggestion to help, and other than that, it is their choice, take it or not.

Interim Provost Molitor: That is correct.

President-Elect Avidor-Reiss: So, it's either we decide that we want to be part of the process and provide input or decide that this is something that we don't want to do.

Interim Provost Molitor: That's correct. That's your decision.

Senator Brakel: That's why I think this body can vote to at least acknowledge that the Curriculum Committee has seen these and provided feedback where appropriate and, you know, I don't think we're overstepping the boundary of the law because we are not denying, we are not approving. We're just acknowledging.

Interim Provost Molitor: I would agree with you.

Senator Allred: I'm sorry, so this is Ammon again. So my understanding is we're also not violating the law if we recommend denial, right? Now, of course, no one has to take us up on that. But given that—and again, without even getting into the merits of the specific courses—given that the basic rules and procedures that the rest of us follow are not being followed here, I think that is much more than saying, oh, we're giving feedback when that feedback is meaningless would be to say, we're going to recommend that it is denied, understanding that, that recommendation won't be carried through. That would be my suggestion.

President Van Hoy: Okay, so a vote to acknowledge or a vote to potentially to deny or approve.

Senator Giovannucci: May I?

President Van Hoy: I mean, right? Because a vote to deny has to have the option of a vote to approve.

Interim Provost Molitor: And just to add, I'm not a lawyer, but I don't believe anything you decide here is considered a violation of the law. Ultimately, it is my job to move them forward and approve, and so in the end, we will have done what the legislation requires. So, you're free to provide whatever opinion you want in this matter.

Senator Giovannucci: So, I have a different opinion, I think. I mean, I appreciate that it is great if we want to have the Curriculum Committee look at this and give advice, and approve or not approve, or pass it on. My feeling is why? Why are we involved at all? Why waste our time giving advice and reviewing things? [We should] just completely remove ourselves from the process— that way there's no danger of us tacitly approving this whole institute. I think if they are independent, let them take care of their own house, unless they want to pay us for consulting, which, you know, for a conservative, that would be a good business model. But beyond that, I would strongly advocate that we don't even do anything, just completely deconvolve ourselves from the process with them.

Interim Provost Molitor: I'm going to pass the microphone to Dr. Van Hoy in a moment, but I was just going to say we have two competing laws or policies here. One, is that we have this legislation that we must adhere to. The other is the Collective Bargaining Agreement that does say that the Faculty Senate provides input on undergraduate curriculum. And so, we want to make sure that we are providing that opportunity, whether you choose to provide that input or not is completely up to you.

Senator Heberle: They are not on Senate yet.

Interim Provost Molitor: It is undergraduate curriculum and that's what, if I'm not mistaken, the CBA does state.

Senator Heberle: But not under the rubric of our Senate, though.

Interim Provost Molitor: Again, the Sente and the Collective Bargaining Agreement are two separate issues, but it does say, the Collective Bargaining Agreement says, "The Faculty Senate must be provided the opportunity to provide input." I believe that is what we're doing.

Senator Heberle: Can we all just abstain?

President Van Hoy: Right, or we can choose to do nothing, or we can choose to vote an acknowledgement, right? Which is kind of similar to when you would approve, you know, a report. But it's been presented to us so---

Senator Allred: I would ask that we have a motion to send it to the Provost without voting then, which is I think the recommendation that I just heard from Senator Giovannucci. That we send it without approving or denying it. That's the motion that I'm putting forward.

President Van Hoy: Is there a second?

Senator J. Taylor: Second.

President Van Hoy: Any discussion?

President-Elect Avidor-Reiss: Yes. When there is a motion like that, can we propose a counter motion?

President Van Hoy: No.

Senator Brakel: No, but you can amend it.

President-Elect Avidor-Reiss: Okay. Can you repeat the motion?

Senator Allred: The proposal is to send it along to the Provost without either approving or denying it since we don't have a meaningful input in it.

Senator Padilla: I will just say this, the Undergraduate Curriculum Committee was asking you to simply forward it.

Senator Allred: Okay, so I think that is the same thing we have, right?

Senator Padilla: We weren't asking you to approve it because we thought with the parameters, we couldn't approve.

President Van Hoy: That's what Senator Allred's motion would do, though.

Senator Allred: We are agreeing. The motion that I am putting forward is the motion that I think [the] Undergraduate Curriculum Committee wanted.

President Van Hoy: All right, is there any more discussion? Let's vote. All those in favor of Senator Allred's motion to move it forward without voting it up or down, please put 'yes,' 'no,' or 'abstain' in the Chat. In the room, all those in favor, please say 'aye.'

Group of Senators: Aye.

President Van Hoy: Any opposed? So, we have three opposed in the room. Okay, any abstentions in the room? It looks to me like it passed. There are some no's and some abstentions, but it looks like it passed. It passed in the room, and it looks like it passed online. **Motion Passed.** So, I'd say we are done with this. Thanks for the discussion, everyone. We are now to the Committee on Core Curriculum and its Subcommittee on Diversity SLOs, and this is going to be presented by Holly Eichner.

Senator Eichner: Hi, everybody. I hope you had a chance to read through this all. I'll do my best if you have any questions. [The following report was read into the Minutes]

The FS Core Curriculum Committee has met twice, on 1/28/25 and 2/18/2025. The Diversity SLO Subcommittee met once, on 1/30/25. Reports from the 1/28 and 1/30 meeting were not shared at the last Faculty Senate meeting due to time constraints.

I. January 28th Core Committee Meeting Summary: The Committee had no courses to review for inclusion in the core; however, we discussed our role in reviewing the courses submitted to the OT-36 and in assessing the Core Curriculum.

A. OT36: Alana Malik shared an overview of the review process at the state level, including that each discipline has a different review committee with different proposal forms, priorities, and processes, creating a lot of complexity. She will help us create a timeline ensuring our review, and she will continue to help preview proposals to ensure that they meet minimum standards. The committee appears to be still defining our role in the OT36 review process, but we agree that it is good practice for us to be involved.

B. Core Curriculum Assessment: Alana also shared with us that her office has been responsible for soliciting materials for assessment of core courses. Last year we agreed that we would break down the review process so we aren't gathering evidence and reviewing all elements of the core every year, but rather, focusing on one or two of the elements per year. Alana reports that last year the reporting was lopsided, with many more reports on the "critical thinking" outcome than on the "information literacy" outcome. We are working with her to figure out how to balance the reports. We will be sending out a request for materials before the end of the term and also possibly doing a workshop to facilitate more folks engaging the information literacy core requirement.

II. January 30th Diversity SLO Subcommittee Meeting Summary: With your approval, the Core Committee formed a subcommittee last semester to attend to three issues:

- 1.) To clarify the name of the "NonUS/NonWestern/Global" Diversity requirement,
- 2.) To use state and UT guidelines to develop standardized Student Learning Outcomes for all courses meeting the diversity requirements, and
- 3.) To create an assessment plan for both the US Multicultural and the NonUS/NonWestern/ Global Diversity requirements.

We decided to tackle the first issue at our first meeting. After lengthy, substantive, and thoughtful discussion, the subcommittee has agreed that the best, most applicable language moving forward for the “NonUS,/NonWesern/ Global” requirement is “Global.”

III. February 18th Core Committee Meeting Summary: The Core Committee had three items to vote on at the meeting:

1. **Subcommittee recommendation** that the “NonUS/NonWestern/Global” Diversity requirement henceforth be understood as the “Global” requirement.
2. **Exercise 2150: Human Anatomy:** Applied for approval to the Natural Sciences Core.
3. **Anthropology 1020: Introduction to Anthropology:** This course has already been approved for inclusion in the **Social Sciences Core**; however, they resubmitted the course after revising their SLOs in preparation for submitting the course to the OT36.

The Core Committee voted unanimously in favor of all three of these proposals, and we are requesting that Faculty Senate vote on all three items today. More information about the courses submitted for approval into the core is available on pg. 2.

Exercise 2150: Human Anatomy—Natural Sciences Core

Course Student Learning Outcomes:

1. Define gross and microscopic anatomy and explain interactions of the major organ systems in the human body.
2. Outline the different organizational levels from the cell, the tissue, the organ, and the organ system.
3. Classify and identify the major tissue types.
4. Identify and describe gross and microscopic anatomic structures of each system of the body.
5. Apply anatomical knowledge by demonstrating the functional purpose of structures within each organ system.
6. Apply anatomical knowledge by demonstrating the functional relationships of structures within each organ system.
7. Use appropriate terminology to describe anatomical concepts.

Catalog Description of the Natural Science Core: (minimum 6 hours) Natural Science courses expose students to the process of scientific inquiry and encourage development of a scientific perspective. Natural science courses should not merely provide facts, but also an understanding of the basic issues, methodologies and theories in the major disciplinary areas. At least 1 hour of coursework in this category must include a hands on laboratory component.

2. Anthropology 1020: Introduction to Anthropology—Social Sciences Core

Course Student Learning Outcomes:

1. Demonstrate a solid understanding of anthropological principles of the classic four fields of the discipline and their applications in the modern world;
2. Develop knowledge of anthropological theories, research methods, and ethics.
3. Utilize critical thinking to identify and discuss what makes us all “human” and how, when, where, and why those traits developed;
4. Understand and explain/discuss how and why human populations differ biologically and culturally in the past and present;
5. Apply anthropological methods and perspectives to evaluate and gain a broader appreciation for culture and culture changes in both local and global contexts.

Already included in Core Curriculum; the purpose of this modification is to facilitate review and approval of the course SLO’s by the Core Curriculum Committee due to the recent review and subsequent approval for renewal in the OT36.

Social Science Core: (minimum 6 hours) Social Science courses integrate factual, institutional, methodological and basic theoretical issues involved in the study of society or human behavior. Social science courses should emphasize methods of thinking and approaches to solving social and economic problems rather than merely reviewing factual material specific to that field.

Senator Eichner: So, the Core Committee did vote unanimously in favor of all three of these proposals and we are requesting that Faculty Senate vote on all three of these today. There is more information in the packet that was shared. If you have questions, I will do my best to answer them. All right, if there are no questions, I'm going to ask to approve those three items. I'm not in the room, so if you all want to call for the vote in the room. If you are on Chat, you can put it in the Chat.

President Van Hoy: Okay. All in favor say, aye.' Any nays? Any abstentions? It passed in the room, Senator Eichner: *Motion Passed.*

Senator Eichner: All right, thank you all.

President Van Hoy: We will now move on to our last report of the meeting, the Committee on Academic Programs with Jami Taylor.

Senator Eichner: All right, thank you all.

President Van Hoy: We will not move on to our last report of the meeting, the Committee on Academic Programs with Jami Taylor.

Senator Taylor: Hello, everyone. The Committee on Academic Programs met on Friday. We took action on several items. I'm going to walk you through these really quick. The first is a new minor out of CAL, this is a **Holocaust and Genocide Studies Minor**. We recommend approval on that one. We have a few program modifications. The first is out of World Language and Culture, **Spanish Translation and Interpretation**. This is a certificate. Here they were adding electives to that one. I'm trying to go back between two documents, I'm sorry. The next one is out of COBI. This is a change to their **General Minor for Non-Business** students. Here, they were just dropping prereqs. for chemistry students. Another one out of CAL, this is **Language Linguistics Minor**. This is another program modification where they are just dropping a course. We have a change out of **Philosophy, Minor**. This is a credit hour reduction. Then we have a change out of NSM where they are adding a pipeline program to their **Physics – Astrophysics Concentration**. Then back to CAL, we have some program modifications out of the **Women's and Gender Studies** program where are changing the program name and adding electives and the other, **Gender Identities and Sexuality Sexualities Studies, Minor** is just swapping a required course. Are there any questions?

President Van Hoy: No questions in the room.

Senator J. Taylor: Okay, hearing no questions. All those in favor of approving these recommendations from the committee, vote yes or say 'aye.' All those that oppose, say 'nay.' And of course, abstentions, please put 'A.'

President Van Hoy: In the room, all in favor say ‘aye.’

Group of Senators: Aye.

President Van Hoy: Any nays? Any abstentions? It passed in the room.

Senator J. Taylor: Thank you. I would like to point out, given anticipated number of program modifications that are coming from NSM very late in the process, we have agreed that we need to hold one extra meeting and that would be on 3/14, to try and get through some of the backlog. We will not have a report at the next meeting because of spring break. But anticipate a very long report from us at the 3/25, Senate meeting.

President Van Hoy: Thanks, Senator Taylor. We will make sure we have plenty of time on the agenda.

Senator J. Taylor: Alright, thank you.

President Van Hoy: Thank you. All right, are there any items from the floor? Is there a motion to adjourn?

Group of Senators: So moved.

President Van Hoy: Okay, I hear lots of motions to adjourn. Thank you all. Have a good Spring Break. Meeting adjourned.

IV. Meeting adjourned at 5:45 pm.

Respectfully submitted,
Deborah Coulter-Harris, Executive Secretary

Tape Summary:
Quinetta Hubbard, Administrative Secretary