

UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of March 10, 2026
FACULTY SENATE

<http://www.utoledo.edu/facsenate>

Approved @ FS on 3/24/2026

Summary of Discussion

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

President Avidor-Reiss: It is 4 o'clock and we are ready to start. The first item, like always is Secretary Khanna with roll call.

Senator Barnes: Good afternoon, Senators.

President Avidor-Reiss: Can they hear us online?

Quinetta Hubbard, Faculty Senate Administrative Secretary: Can everybody hear us online?

Group of Online Senators: Yes.

Senator Barnes: Is the mic working?

Quinetta Hubbard, Faculty Senate Administrative Secretary: It should.

Senator Harmych: Yes, we can hear you online.

President Avidor-Reiss: Okay, very good. Thank you, everybody. We are going to start our meeting. And like always, we have the first order of business on our agenda, roll call, but today, Senator Khanna could not make it so Senator Sharon Barnes has volunteered to call the roll. So, thank you, Sharon, for that.

Senator Barnes: Alright, should I stand here or at the podium?

President Avidor-Reiss: You can stand here, it is working.

Senator Barnes: All right. So, my apologies in advance for any mispronunciations.

Roll Call 2025-2026

Present: Allred, Avidor-Reiss, Balthus, Barnes, Bellizzi, Benton, Bigioni, Bornak, Cheng, Cochrane, Cooper, Dwyer, Eichner, Ekwenna, Elgafy, Fresenko, Gibbons, Glassman, Haller, Hamer, Harmych (proxy for. B. Bamber), Heberle, Javaid, Kalinowski, Kaw, Khanna, Kistner, Krantz, Kumar, Krishnamurthy (proxy for. W. Taylor), Lapitsky, Lawrence, Lee-Smith, Matabi, Martin, Mcloughlin, Miner, Mungo, Osman, Padilla, Pryor, Reinert, Sahloff, Semaan, Sheng, Song-Tao (proxy for M. Diakonova) Steven, Stoltz, Van Hoy, Willey, Yonker

Excused Absence: Brakel, Giovannucci, Green, Machalow, Wedding

Unexcused Absence: Assaly, Duggan, Gilstrap, Hamouda, Moussa, Nazzal, Smith

Senator Barnes: It looks like we have a quorum.

President Avidor-Reiss: Thank you very much, Sharon.

Senator Barnes: You're welcome very much.

President Avidor-Reiss: Our second item is to vote on the agenda. Like always, we are going to do it by general consent. Are there any motions to change the agenda? Nothing online and nothing in here, great. Since there are no motion, the agenda stand approved. *Agenda Approved.*

The next item is the Minutes. Again, we're going to vote by general consent. Are there any corrections to the Minutes? Hearing none. Online? Okay, since there are no corrections, the Minutes stand approved.

Motion Passed.

I am going to read now the *Faculty Senate Executive Committee Report:* On February 26, Rene and I met with President Holloway. On February 27, members of the Faculty Senate Executive Committee held a biweekly executive meeting and met with Provost McKinney.

1. Regarding the meeting with the president:

- a. We discussed how overloading the faculty with service obligations impacts the university's operation. Per Renne's suggestion, President Holloway is considering conducting a survey to gather faculty input on the subject.
- b. We discussed the need to grant the future FS president a course release to enable them to perform at their best in this role.
- c. We discussed the need for President Holloway to meet regularly with the Faculty Graduate Council leadership.
- d. Renne gave an update on the Parking discussion – these talks are progressing too slowly, and we need more active participation from the administration.

2. The Faculty Senate Executive Committee discussed the following:

- a. The election of faculty senators began yesterday, Monday, March 9, in accordance with the Faculty Senate Rules. Please participate.
- b. We ask that nominations for the Faculty Senate president and the Faculty Senate Executive Committee for the upcoming academic year be sent to the Faculty Senate office and to the next president, Renee Heberle. Please take this responsibility seriously. You will play an important role in preserving the tradition of shared governance and in helping ensure the ongoing success of UToledo.

- c. We note that the Faculty Senate Committees on Undergraduate Curriculum and Academic Programs have many courses and program items to examine due to state changes and faculty initiatives to introduce new courses. These items undergo four levels of evaluation after the initiator submits them and before the FS committee receives them: the Program Director, the Department Chair, the College Curriculum Committee, and the Dean's office. We ask that each level do its best to review each application and make the necessary corrections before they arrive at the Faculty Senate committees – this is critical to the timely approval of all items.
- d. The FS advising committee to the provost on implementing state changes has met and includes Renee Heberle, Diana Franz, Lynne Hamer, Rob Padilla, and Joan Duggan.
- e. Reforming the FS meeting minutes. Currently, the faculty secretary uses 15 hours a week (half of her position) to make the verbatim transcript of the FS meeting as the minutes. We would like to save her time for other FS activities by identifying alternatives, such as summarizing the decisions made, the actions agreed upon, and the key points discussed.
- f. The FS will share a short stakeholder report with the Academic & Student Affairs Committee of the Board of Trustees at 8:00 a.m. on Monday, March 16, via Webex.
- g. We discussed communicating with students about rights and procedures when federal law enforcement comes onto campus – something that did not happen until now.

However, we did get some other information from Sammy Spann (VP Student Affairs) and Xinren You (Center for International Studies and Programs, CISP). Specifically, they referred us to:

- i. See this document created by legal affairs regarding Responding to Local, State, and Federal Law Enforcement. <https://www.utoledo.edu/offices/legal/docs/responding-to-law-enforcement-february-2026.pdf>
- ii. A website that has a bit more information for international students and scholars. <https://www.utoledo.edu/cisp/international/immigration-issues/>
- iii. This is the Know Your Rights website created by Toledo Lucas County Public Library <https://www.toledolibrary.org/newamerican/knowyourrights/>
- h. The next FS meeting will not be held in its usual location; instead, it will be in COB 1050 on the medical campus.

3. Regarding the meeting with the provost:

- a. The need to sustain the positive momentum of the past several years in the undergraduate research office.
- b. We revisited the importance of the faculty committees that approve changes to courses and programs, which face a flood of proposals.

c. We inquired about the university's plans for the student response system software, especially considering the upcoming expiration of the iClicker site license in July.

President Avidor-Reiss cont'd: Next, are there any corrections or statements from the Faculty Senate Executive Committee? Any questions or comments from Senate in general?

Senator Barnes: Really quick. What is the software that's expiring?

President Avidor-Reiss: iClicker.

Senator Barnes: Thank you.

President Avidor-Reiss: Any other clarification? Okay, thank you. So, we are going to go to our agenda. Today we are going to start with the Legal Office reps who are going to present.

Mr. Xiren Yu, Director of Center for International Studies and Programs (CISP): Well, good afternoon, everyone. First of all, thank you very much for inviting us to the Faculty Senate meeting. I think this is my first time here, and it's a very important meeting <laughter>. I really appreciate that you guys giving attention to what's happening in the immigration world. This is one of the problems that we're having here, but I'm going to extend this a little bit to give you more information. So, my name is Xinren Yu; I serve as the Director for the Center for International Studies and Programs. In my capacity, we take care of international students as well as the international faculty and staff members at the University. The other side of our work is basically to help the University with internationalization. This includes international partnership, giving study abroad experiences to our domestic students, basically anything related to international experience also falls under our center. Today I also have my colleagues here with me, Maryam Sedique. She is an Assistant Director for International Studies and Programs as well as the mastermind for immigration compliance, so, I think she's very important for this topic as well. I know that we're here to discuss a little bit about what we should do, what the university has done to provide information to students, faculty, and staff when it comes to ICE visits. Before I go there, I want everybody to know that it started last year in March, so it's been almost one year unfortunately. But since last year there has been a lot of immigration actions that are happening here in the United States. Just to name a few, it started with the termination of student records. That had a direct impact on international students. There were visa revocations that are happening to international students as well. There are travel bans. There are proposals and actions taken on H1B visas, which limits the hiring power for international talents. There are also restrictions and extra vetting on visa issues which will impact the number of international students coming to the United States. And also, there's some ICE-related actions and problems that are ongoing. So, the ICE issue is just the tip of the 'iceberg,'. There's a lot that was happening here unfortunately. Our office, just to clarify, is mainly serving the international students and scholars that's on the FMJ visas, as well as H category, O category, and maybe some TNs, for Canadians. There are also other status that we don't have a direct connection with. This includes all the other letters on the alphabet, and also undocumented students, students with TPS status, and students with asylum petitions. That's another group of students that we don't have direct communication with because we don't know who they are unfortunately. So, our focus is mainly on international students and international employees in these categories, and I just want to clarify that a little bit. We really want to help those

students. If those students come to our office, we'll still do our best to help them. But it's just unfortunate we don't have enough expertise in those fields when it relates to other categories.

So, some actions that have been taken by our office: First of all, when everything happened, we did have a bunch of immigrant information sessions set-up for our international students to come in. We provided immigration updates and we sent them a lot of emails. We do this occasionally whenever there's new immigration action happening. We kind of send out emails to all international students to make sure they're aware of this situation and, we have regular sessions. We call it the 'First Fridays Initiative.' It is [held] every first Friday of the month. It's around one-and-a-half hours long where we provide immigration updates. It is also an opportunity for our international students to ask questions directly and have interactions with us. Just recently, we added another initiative, we call it 'Visa Vibes.' We do this in front of our office, it's a more relaxing environment, and we hope students can take this opportunity to have direct communication with us. This is an extra layer of interactions with our students.

Also, every semester, at least at the beginning of the semester, we will remind our students—by sending out an email—on how they can maintain their status. This includes what documents they need to always carry with them. This includes what if you are approached by an ICE agent or immigration enforcement, what do you need to do. We sent that out through emails to each international student and throughout the semester, of course, we sent out reminders as well. On top of that, we did work with Legal and created a website. We call it the 'Immigration Issue' website. That website which is shown in the previous slides provided some guidance on if you're approached by law enforcement agents, what you can do. It's not only ICE, right? It could be someone from SEVP. It could be someone from Homeland Security. Under those scenarios, what can you do.

Also, Legal developed another document recently, I think in February, that provided additional information. Now, thanks to you guys we became aware of there's some missing pieces in this document. It provided a lot of great information for staff and faculty maybe, but it didn't provide enough information for our students, particularly the step-by-step guidance on if you are approached by an ICE agent – what should you do. You should ask for their credentials. You should call whatever office is needed. If they ask you to show your document, you must do it. We get that information and what we must do, we have to work with Legal and Communication before we can put all the information on the website. Right now, when we created the website, university communications took away the edit rights. The reason why they did this is because they want to review everything that we put on the website before we can move forward. I just want to point that out. So we will gather all the information that Faculty Senate provided to us, and we will propose this and ask for Legal and Communications' approval to put those on the website and additional detailed information for our students on the website. On top of that, we're developing another website that will provide updates for any immigration actions. For example, if there's a travel ban. For the policy itself, it is just a travel ban. But we will break it down a little bit on how it will impact the University, how it will impact our international students, and how it will impact maybe our faculty and staff members. That is in progress, we already have all the content ready. We did ask Legal to approve it, so currently it is in Communications hands to finally put everything on the website. So, that website is coming up. Once it is live, we will send it out to everybody. I'm going to give you another example, when the additional fee for hiring H1B employees, that hundred-thousand-dollar fee was presented, right? That created a lot of misunderstanding and chaos. All of a sudden, I hear people from the departments talking about 'oh my god, we can't hire international employees. That's not the case. Basically, it's only when you

are hiring someone directly from a foreign country and they're not in the United States, that fee might kick in. But it has caused a lot of confusion. A lot of people are talking about that and rumors fly around, and it might become a reality that now no one would consider hiring international people, which is very unfortunate. So, the reason why we created this website is to help the campus community to better understand what these immigration actions mean to the campus community and what kind of impact it will have for the campus community. So those are the things we're doing. Of course, we're always open to ideas. If you see something that's not looking right, if you see something that we need to add, please let us know. It's a work in progress and we don't know what other things are going to come out, but we see this as a collaborative effort with everybody. Not only with the faculty members, but also with the administration and everyone. Again, we do appreciate everybody's concern about different issues and awareness of these topics for sure. This is just a brief update on what we have done and what we're going to do upcoming next. So, any questions?

President-Elect Heberle: This is Renee from Political Science. I understand that nothing that anyone says to a student is legal advice and students need to understand if they're not offering legal advice.

Mr. Xiren Yu, Director of CISP: Yes.

President-Elect Heberle cont'd: Is there anything that prohibits faculty or staff from sharing the 'know your rights' information with students without being on the website or something like that? Would Legal have, well, I mean maybe I need to call Legal to---

Maryam Sediqe, Assistant Director of CISP: Correct. I think Janelle is here online. She just let me know she's here, so if you have any questions, you know, she can definitely chime in. My only concern is providing the 'know your rights' information. Absolutely, you know, you can do that, but the only issue is that when they go to certain websites that has 'knowing your rights information,' whether it's through ACLU and then I just checked yesterday on AILA, the American immigration Lawyers Association, is that some universities did link AILA or ACLU. But when you click on AILA, it has a few documents whether if you are at home, or at work, or in public what you should do. And right away at the top it says if you're undocumented. That is not for international students, right? That's a whole different category.. So that's why I am a little concerned about whether we do provide that information to them because that might not apply to them. The goal here for our international students is to always provide them with information on making sure they maintain status and the fact that by law they have to carry—any non-immigrant whether they're an international student, J scholars, or H1B employees—they have to carry documents with them which consists of, we let them know to carry a copy of their passport, but not necessarily their actual passport because we don't want them to lose it, their I 94 printout which they can get from the...CBP website, you know, their ID, their I20s to show that they are international students here. So, they should carry that with them and then the inference is that if anyone asks for those documents which by law, you know, immigration enforcement or agents can ask for it, and they should provide that. Because the goal is for them to right away show that they have legal status here so it doesn't cause other issues. Can they remain silent? Yes, 'know your rights' do indicate to remain silent. Can they search them? Yes, but they don't have to unless you given consent. But the biggest concern here is that if they don't provide their documents then agents might not know about their legal status The goal is to provide the information. So, that's why I'm a little concerned about, you know, providing the 'know your

rights.' Yes, it does apply to everyone here in the US., but some of the information could be just for undocumented, not necessarily for...international students, scholars or nonimmigrant status.

President Avidor-Reiss: Just to follow-up. If a student is asked to show their document and he does not have the document, either because he's American or an international student that forgot to bring their document with them, do they have the right to arrest them, take them?

Maryam Sediqe, Assistant Director of CISP: So, anyone who's not a US citizen. Green card holders should definitely carry their green cards with them and international students should carry their documents that we always advise them to carry. They can ask them, you know, can I reach, can I call my friend? Can I call my family? I have it. I tell them to always have it on their phones. You can email some of those documents to them, for them, so they'll have something on them if they have their phone. If they don't have anything at all, they can let them know I have it at home. I think that's my recommendation. But that's why it's always recommended that they do carry a printout and also keep scanned copies of those documents with them. We do provide that information to our international students, and our scholars, and international employees who have employrt sponsored visas here with us.

President Avidor-Reiss: The recommendation if you're international, make sure to have a document in the same form and then when they ask you to present it, that's the best recommendation from you?

Maryam Sediqe, Assistant Director of CISP: Correct.

President Avidor-Reiss: However, now I need to go outside of the international. If you are not international, you're just an American, maybe just like me with an accent and you don't carry any documents—they can ask if I have any documents—am I now exposed to being arrested?

Maryam Sediqe, Assistant Director of CISP: I mean, if you are a U.S. citizen, you don't have to answer their questions. I really don't have any expertise in that portion as far as what should happen next. But you're a US citizen, obviously, you should not be arrested or detained.

President-Elect Heberle: But they might. I mean, the point here is that they might detain you.

Janelle Schaller, Deputy General Counsel: This is Janelle. These are all really nuanced questions, which is what some of the difficulty is with answering kind of hypothetical. So, in any situation, the student depending on their status and those kinds of things would have to make an informed decision. So we just want to be careful about assuming what we know about students and what situation they might be in. So, I think, you know, directing them to CISP, or to their documents or those kinds of things is probably the best approach just so that they can get kind of individualized questions answered as opposed to just sort of general statements of rights that may or may not apply to them.

President Avidor-Reiss: Thank you. Can you, can you repeat your comment? I'm not sure I got it.

Mr. Xiren Yu, Director of CISP: Can you just repeat that, Janelle, real quick?

Janelle Schaller, Deputy General Counsel: Sorry, can you hear me now?

President Avidor-Reiss: Yes.

Janelle Schaller, Deputy General Counsel: Oh, ok. So, I just wanted to emphasize what Maryam was saying is that there's a lot of nuances depending on a specific student's status and considerations that they would have. So, what our office and CISP has tried to do is direct people to contact them so they can ask questions about their individual situation as opposed to expecting faculty to kind of understand the world that we're in right now and give accurate advice on. So, I'd say refer them over to Xiren and Maryam's office if there were questions that came up.

President Avidor-Reiss: Thank you.

Mr. Xiren Yu, Director of CISP: Yes, so if students have any concerns or any questions, the best thing is to connect them with us. We will provide enough information that's the best approach.

Maryam Sediqe, Assistant Director of CISP: Yes, absolutely. I agree with Janelle, especially for international students. If they have any immigration questions because there's a lot of misinformation out there as well. We want to make sure that they're getting the correct information from the right source. And also, every international student's situation is different. They could be graduate students or undergrad. They could have graduated and they're on OPT working somewhere, so we just want to make sure that we provide them with the correct and accurate information on what they need to do and the steps they need to take to maintain their status while here in the US.

Senator Padilla: So, I'm happy that you guys can do this for students, but what about poor Tomer? Where can he go if anything happens?

Maryam Sediqe, Assistant Director of CISP: An immigration attorney. I, we will not be able to provide any information there. He can possibly seek help through the Legal Affairs Office here or an immigration attorney.

President Avidor-Reiss: Well, you also mentioned that there is another group of very specific international students in other categories. You mentioned that you do not serve them, but do we have other entities in the University of Toledo to serve them or do they need to go out to other places?

Unknown Speaker: Usually, we direct them to the Legal Affairs Office.

Maryam Sediqe, Assistant Director of CISP: And also, the Law School has immigration law clinic, and sometimes they can provide information or advice to them. Also, there is also ABLE which there are legal aid offices around Toledo where they can obtain that information, plus they also have their own immigration attorneys. On asylum cases, they have their own attorneys.

President Avidor-Reiss: Is there anything online? More questions?

Past-President Van Hoy: Terry has one.

Senator Bigioni: If a student provides documentation on their phone, is that implicitly giving them (ICE, Homeland Security etc.) permission to search their phone? Does this open-up a Pandora's box?

Maryam Sedique, Assistant Director of CISP: I don't know. I do not have an answer for that.

Mr. Xiren Yu, Director of CISP: I believe the question is if an international student was stopped by an ICE agent and show [their legal] documents on their phone, does that automatically give rights for the agent to search the phone or something like that?

Janelle Schaller, Deputy General Counsel: Our office wouldn't be able to advise the students, but there is a precedent, I believe that indicates that probable cause doesn't always extend to your phone. Now whether or not you give that, I mean, that's again one of these nuanced situations where they would probably want to consult with their attorney or figure out kind of what they wanted to do with that. But again, our office can't advise individual students on that.

Maryam Sedique, Assistant Director of CISP: We recommend they have printouts of their documents with them. A color copy of their passport, a printout of ...I-94. from the CBP website that has information regarding their status.... and so, an id. that shows they are students here at the university. If they are working, if they've graduated and they are on OPT because they typically are eligible to work for one year, then their EAD card which is their employment authorization document. Those are all paper documents that they should carry. That's our recommendation.

President Avidor-Reiss: So, the bottom line, the best approach is to have everything, the printouts with you and that would minimize your risk.

Maryam Sedique, Assistant Director of CISP: Yes, correct. Another best approach is to read the emails that they get from our office. I want to throw out in there that in two weeks, I believe you will get the emails, on March 25; we will have a session, our office, for the departments and UT stakeholders on immigration updates. We will discuss different visa types and employment authorization because I know we're getting a lot of questions from different departments, and then and obviously on the H-1B process, which is employers sponsored. And then we will also discuss the immigration updates since like September up to just recently. I think we have six pages of immigration updates on all the different policies and proclamations that have been implemented and divided into how it's going to affect UT departments, stakeholders and how it's going to affect the international employees or students. So, we'll discuss that as well during that session. It is in two weeks, I want to say March 25th, you will receive an email. We'll make sure we send it to the Provost so they can send it out to everyone. On the following day we'll have a similar session on how to maintain your status for our H-1B employees and TNs for those individuals because the information will be different for them.

President-Elect Heberle: So, I just want to summarize the other part of this, and that is so the upshot is that if you're a faculty member who's approached by someone who's asking questions about it, the best thing to say is, have a phone number. If the University doesn't represent you as an individual, you can go to the International Office if you're an international student, otherwise, have a phone number and maybe they can get you a list of the Law Clinic. But have a phone number with you that you can call if you are stopped. I feel like it's just sort of like this question of supporting the students and knowing that we are aware of the concerns and fears they have of walking around the communities these days, so if anybody does ask, that's sort of the bottom line.

Mr. Xiren Yu, Director of CISP: I would say so. I know what you're trying to do which is providing students information as clear as possible.

President-Elect Heberle: Yes, without overstepping and suggesting that I'm offering Legal. I don't want to do any of that and I understand Janelle's question about, you know, what rights are applicable and what situations.

President Avidor-Reiss: There is a question online. Holly Eichner wrote, "I am wondering if the University Police are going to be available to ensure that rights are respected if ICE is on campus? We have seen many examples of ICE arresting US citizens and people following procedures. I am wondering where our police are on this issue?" I am not sure if this is directed at you guys.

Mr. Xiren Yu, Director of CISP: We can answer it a little bit because we have been in close contact with the campus police. If it is an ICE visit, they said they will be informed and they would let us know if they are coming on campus. But if it is not informed and it's not planned, I don't think, then it is a different story. But if it's a planned visit, they will inform UTPD and UTPD will inform other relevant offices for sure.

President Avidor-Reiss: And I think I asked this question in the past, as much as I know right now, ICE have never visited the University of Toledo, is that correct?

Mr. Xiren Yu, Director of CISP: As far as I know, no, but we are hearing rumors. But as far as I know, nothing has been confirmed regarding any visits.

Maryam Sedique, Assistant Director of CISP: And I think another part of that question is whether UTPD going to be available to ensure that the rights are respected if ICE is on campus. I mean, that is from what's on our website and also what's on the Legal Affairs website, the new document that they posted is to definitely contact the UTPD.

President Avidor-Reiss: If there's any situation, for example with a student or faculty, you can call the university's campus police and ask for them to be present, right?

Maryam Sedique, Assistant Director of CISP: Yes.

President-Elect Heberle: Thank you all.

President Avidor-Reiss: Thank you, guys. Now we are moving to our next report, Provost Mc Kinney.

Provost McKinney: So, a big thanks to Xiren and Maryam. Frequently, when I have questions, they are good to me. My usual answer is well, I don't know, but I know folks who do, and so, thank you, Xiren. It's typically an email and they will get right back to me-- they always do. So, thank you very much for being that resource for campus. Much appreciated.

You may have noticed in the news to today or yesterday that we announced that UT is the primary teach-out partner for Lourdes University. I must here, thank Angela. I said to you a week or two ago or now the weeks became maybe a month ago, I said, you know, when we sat down in mid-January, we were

planning out all the projects, initiatives, taglines and activities that must get done this semester. And then unfortunately for our students and our colleagues as we've been meeting regularly with them at that institution for what has occurred there, the president quickly agreed, he spoke to their former president and said yes, we will partner with you. James came to me and I said okay, yes, let's get this done and then I immediately turned to Angela, and I said, okay, will you take lead on this project? We had jointly, I think probably three or four meetings with their provosts and then I handed it off to Angela, and it really became in many ways a daily, almost hour-by-hour, evening, and weekend activity. And then finally late, I think it was Friday night, the agreement was signed. So, I've asked Angela to give us a quick update on what it means that we are the primary teach-out partner for Lourdes University, and what we should expect because she has all of the answers on this one.

Dr. Angela Paprocki: I don't know if I have all the answers

Past-President Van Hoy: Let's put it this way, you have what answers there are.

Dr. Angela Paprocki: There you go, there you go. Good, bad or indifferent, right? So, finally, yes, thank you, Provost McKinney for that. Late Friday night we had the presidents both signing, and so that is good. Really as the primary institution, there are a few things that that means. One is that we are guaranteeing anyone in good academic standing that they are able to come to our institution, be that we will waive any application fees for those students who come to us. Another big one is that we are agreeing to accept all credits that they bring to us to the extent possible. The agreement also stipulates that they will have no extra time to degree completion and we will waive any residency requirements for a degree. So, a lot of these things are requirements of our Higher Learning Commission. A lot of people were like, oh, there's a lot of teacher agreements already on there and I'm like, yeah, but they are not this. You know, with all these things we have to make sure we are 'dotting the i's and crossing the t's.' So, there are a lot of appendices that we had to work out. There will be a separate retention record agreement because that's going to take some time. We will be the custodian of records so we will have and house all of their current and former student records, and so we have to develop a separate legal contract for that because that's going to be quite substantial. So, IT, the Register's Office, Institutional Research, a whole bunch of folks are working diligently on that process. They have some different software, and we need to get some things digitized and so there's some work that needs to be done in that regard, but we will get there.

Question?

President Avidor-Reiss: What does that mean for faculty, this agreement? How does this change our way of operating?

Dr. Angela Paprocki: I don't really think it does; just they'll be in your classes, and you'll serve them just as you serve any other students. I think program directors and faculty who have a direct correlation with the program-to-program have been meeting with their faculty and their program directors to ensure, for example, if there are accreditation standards. They really have to go through course-by-course and make sure that every standard is taught because theirs may have been laid out in a different order or sequence. And so, they're really working diligently to figure out, okay, what can we do to make sure if they did it at different times that we can do something to help them so that we don't extend time to degree completion but ensuring that they get the content that they are required to get. So, those conversations happen with faculty and program directors for those programs.

Senator Bigioni: I have a numbers questions for you. Do we have any sense for how many students we would get from this? And two, the records retention--once it's all set up, are there going to be any substantial costs associated with the...?

Dr. Angela Paprocki: So, we don't know that yet. There are some, we have Finance involved in looking at that because there is -- I don't know that once we get them here there will be, but they could be bringing them over. So, that's part of why this is going to be a separate agreement because we may need to ask for some support in doing that.

Senator Bigioni: Students?

Dr. Angela Paprocki: Yes.

Senator Bigioni: Student numbers?

Dr. Angela Paprocki: Oh, sorry, student numbers. They have a total of about 700 students and so far from Admissions, we have heard already about 70 students who are interested. But that's not total because like I said, there are program director to program director conversations happening. The other thing is they're not showing up yet because they're still running courses, so they haven't, you know, they've maybe submitted an application, but they're not really enrolled yet.

Senator Bigioni: Nice.

Senator Semaan: You mentioned that we are 'the primary transfer or teach-out institution,' but you mentioned as well that there are some other institutions who signed-up with Lourdes as well to be a teach-out partner with them.

Dr. Angela Paprocki: Yes.

Senator Semaan cont'd: If I'm not mistaken, we have eight and there's another 15 institutions including us probably that are also recruiting students on the 16th [of March] and another one in April. So, do we know what percentage we may end up with being primary?

Dr. Angela Paprocki: I don't.

Senator Semaan: Or does that make a difference since we are the primary from those seven other institutions?

Dr. Angela Paprocki: Yes, and I think there's a little caveat with the seven other institutions, in that we don't offer all of their programs, we offer most of them. So, if there was a program that we didn't offer, what we tried to do was align it to the next closest thing and work on those types of, I guess pathways with the faculty to ensure we could do that. So, in some ways they might have had a BA and we offer a BS, and maybe the subject is the same, but there's a little bit of difference there. So, those folks are working together to work on that. But that might be why another institution was offered an agreement because they at Lourdes have to provide that for their students by law, right? But we have been engaged with Lourdes as Provost McKinney said. The presidents have been talking; we have been talking to the

provost. I think I have maybe ten emails back and forth with her just today on, you know, certain details. So, I do think they put us as the primary head on their website. So, I do think that we are. There's a lot of things: continuity, students wouldn't have to move, we're not very far from them, we will offer them housing, we will maintain their expenses so we're not going to charge them anymore. So, there's a lot of reasons why that would be a good fit for students, but ultimately it will be their decision.

Provost McKinney: Thanks, Angela. Let me share a few other updates, reminders, and announcements. Actually, the first is a 'thanks.' Somewhere during break last Tuesday, we launched our Northwest Ohio Cancer Research Institute and many of us were there participating. I spoke and I'll cite what I was particularly pleased with the launch, the inauguration of this Research Institute and congrats to Jenny Xin, who is the inaugural director of the Institute. However, in developing that research entity we currently have more than 50 clinicians and faculty researchers at the University across four different colleges who are a part of that interdisciplinary research endeavor. I said in remarks as the Institute came together, I said, you know, I've been talking to our deans a great deal about collaborative research and coming together to work on significant problems, certainly here in terms of addressing cancer and how this represents an area, for example where researchers in Engineering, and College of Medicine, and NSM and Pharmacy. Again, across our colleges can come together and I think do better science and collaborate with one another. So, I was very pleased that we had the launch of the Northwest Ohio Cancer Research Institute last week.

You have coming, the rollout of simple syllabus. I believe we're going to place in the Chat the dates and information of the rollout. I said before break, as soon as we're back from break, we're going to start communicating with faculty, with campus leaders in terms of simple syllabus training, implementing simple syllabus. Of course, this is the directive by the first day of classes, public facing syllabi are due to be posted by August 31, 2026, for all of our classes. Again, I believe we had it in PDF forms so we're going to post it, so you'll have it. You'll see there on the week of March 9th, which this week, an announcement to all faculty will be going out describing how to prepare. Then access to training with simple syllabus leadership training is on March 17, a session from 9:30 to 10:30 a.m. Then a virtual session for deans, chairs, and associate deans. Simple syllabus system availability, late March. Simple syllabus will be available through Blackboard Ultra where folks can start to play around, become familiar with. And faculty training then on April 7th; there's a session from 2 to 3:30 p.m., campus wide virtual training will be made available. All these sessions will be recorded, and for those who cannot attend, a sort of a how to -- here's how you will go in and complete your syllabus. We hope we're encouraging expectation that by the end of April that you will be able to complete your fall syllabus and will be posted through simple syllabus. We've discussed, we know that some may be deciding to do this as you return in August, the few days, the week. Or so before the semester begins, but we're encouraging that that work happens before you leave at the end of April. So simple syllabus is here, the rollout, the communications, the training sessions, the dates, and we will be frequently reminding everyone of what needs to be done because I keep saying to the Provost staff, oh, so that means a syllabus will be posted for all courses by the first day of the semester.

President-Elect Heberle: Sorry. There's a question online. Does it apply to summer classes this year?

Provost McKinney: No.

Past-President Van Hoy: And if we go ahead and put our syllabi in next month, when do they actually become public so they can be seen?

Provost McKinney: So, the question is for faculty that are completing and go through and do the simple syllabus template and they've got their syllabi there, it will not go public. No, I'm asking that sort of as a question. It will not go public until the first day of class?

Dr. Scott Molitor, Vice Provost: That's the plan. Only the information required by the legislation---

Provost McKinney: Yes, only the required pieces that are required by the legislation.

Dr. Scott Molitor, Vice Provost: And that's the advantage of the template software. We'll pull the required information, and it will not go public until the first day of classes.

Past-President Van Hoy: So, if something changes, we will have time to go back in and make revisions?

Dr. Angela Paprocki: Yes. It will update in real time.

Dr. Scott Molitor, Vice Provost: Yes.

Provost McKinney: Yes, and then we'll create some sort of little tracker that will, you know, have balloons and things go up when 100 % are there. Okay, yes Renee?

President-Elect Heberle: I want to have a balloon <laughter>.

Provost McKinney: Yes, Renee will have a balloon.

President Avidor-Reiss: I have one clarification. You said all classes, [but] I thought that some classes are not. So, individual courses are not required for simple syllabus or all courses, one hundred percent, every type of undergrad student?

Provost McKinney: Oh, undergrad courses---

Dr. Angela Paprocki: This rollout, we will do graduate coming---

Provost McKinney: But Tomer's question is more on the level of an independent study---

President Avidor-Reiss: Yes.

Provost McKinney cont'd: Or that---

Dr. Scott Molitor, Vice Provost: Every undergraduate course requires a syllabus according to the legislation. They do not differentiate between lecture courses and independent studies.

Dr. Angela Paprocki: Right.

Vice Provost McKinney: So, it has like a course number?

Both Drs. Molitor and Paprocki: Yes.

Unknown Speaker: So, it can be a basic sort of outline kind of thing. You'll just have to include things like what materials you're covering, topics you're covering, and when you're covering during the course, even if it's...

President Avidor-Reiss: One more question. What happens if there are multiple sections? Does every section need to have a syllabus?

Provost McKinney: Multiple sections-- Jenn?

Unknown Speaker: So multiple sections of the same course will all have an individual. But we've been working with Blackboard online and IT and we believe we'll be able to merge them in the same way that we do now. So, if you're teaching multiple sections and you have an immersion of Blackboard, we should be able to do that to be basically a parent in putting three 'child' classes in..., but you still would have to update one.

Dr. Scott Molitor: But this is important because we will have multi-section courses that are taught by different instructors and part of the required information is the instructor's credentials.

President Avidor-Reiss: So, faculty that have multiple sections, we need to reach out to you guys to merge it.

Unknown Speaker: I believe that will be UT Online, but you can simply reach out to the Teaching Center, and we'll get you to talk to who you need to talk to.

Senator Hamer: So graduate classes are not doing this.

Unknown Speaker: Not right away.

Senator Hamer: Okay.

Unknown Speaker: That's phase two.

Dr. Angela Paprocki: We need to get.

Unknown Speaker: We don't need to do things.

Dr. Scott Molitor, Vice Provost: Well, and to be fair, you may want to use it for your course.

Provost McKinney: Not required, but you can do it.

President-Elect Heberle: I'm putting up all of our independent stuff and trying to put the syllabi together, but we don't know what the topics are of independent study until we work with the student who enrolls in the independent study. So, should I just reach out for advice about those kinds of quadrics because I don't have them independently? Obviously, independent study is what the student negotiates with or maybe decides to enroll, it doesn't have content. Family experiences, for example internships, it doesn't really

have content until the student decides what the content is with their advisors, so those kinds of classes are kind of..

Dr. Scott Molitor: We have different templates for these situations so you can see the types of information we ask for.

President-Elect Heberle: Okay.

Dr. Scott Molitor: But again, we're asking for generic information on independent studies and then you can work out a contract with the student that describes ---

President-Elect Heberle: Oh, that's separate.

Dr. Scott Molitor: How the instructor is going to grade the student for this.

President-Elect Heberle: All right. Working with that, I just didn't know.

Unknown Speaker: And Renee, and everybody that's doing independent studies, it's a conversation that all the Ohio schools are having right now. So, I'm hoping that as we all sort of roll out our cohort that we'll get some, you know, some more ideas of exactly how we can do that in the best and most efficient way.

Provost McKinney: But I like Scott's use of the word 'generic.' Fieldwork in political science.

President-Elect Heberle: Okay.

Provost McKinney: Right. Very good.

President Avidor-Reiss: And one more clarification. This is just for fall 26, we don't need to do the spring?

Dr. Angela Paprocki: We will have to do this moving forward.

President-Elect Heberle: But right now---

Dr. Scot Molitor, Vice Provost: But one advantage of Simple Syllabus is that you will be able to reuse what you entered previously, so it may be as simple as pushing a button to regenerate your syllabus rather than having to start from scratch.

Provost McKinney: Very good. That's not a reference.

President Avidor-Reiss: There's a question here.

President-Elect Heberle: Question from the Chat box. "How much time do we have to post the simple syllabus info if a student requests registering for an independent study during week 1?"

Dr. Scott Molitor, Vice Provost: The legislation says the first day of class, so presumably, that would be the first day of class for the student in that situation.

Provost McKinney: Yes, I like that interpretation. We will interpret it as if that student registers. What [date] we would allow registering up to?

Dr. Scott Molitor, Vice Provost: Until the end of the second week.

Provost McKinney: So, the first day of class is the end of second week. Very good.

Midterm grades are due on Sunday midnight, required for all 1000 and 2000 level courses and encouraged for 3000 and 4000. Please complete this. That information is used for us to get assistance to students and support students. So please complete that.

Now, I checked the deadline for our undergraduate proposals for the summer of research funding. That deadline is today at 5 o'clock.

Dr. Angela Paprocki: It's 5:02 p.m.

Provost McKinney: I was going to say, you probably have a mentor there and you were wondering, wow, did they, the students submit a proposal.? If they submit it, I don't know if they bring the website down, they probably don't. But go ahead and submit it and if it is after 5 o'clock, tell them that the provost said it's okay. So, get those proposals in.

This Friday, now folks, that's Friday the 13th. This Friday is our next big Preview Day with hundreds, I don't know if it's thousands, of prospective students. I think our units, our faculty, and our chairs are involved in the tours of the units and the colleges. But I would encourage all of you to be supporting the Preview Day, as Tomer reminds us frequently to 'address our enrollment challenge crisis.'

Let me also add a couple of other quickies. I want to thank again the Academic Programs Committee and Daryl's work. At the last meeting at Faculty Senate, the committee was able to review and approve new academic programs that we are now taking to the Board on Monday at the Academic Student Affairs Committee, and then we'll go to the full Board next Wednesday. We have our first AI degree, a Master of Science and Data Science in AI out of NSM. It is a fully online program that will be approved through the process, and I'm saying launched in fall/spring. But our first full AI related degree is our degree in Constitutional Studies. Our first two accelerated degrees, this is the requirement for 90-hour degrees, sometimes referred to as three-year degrees, accelerated degrees. So [we will have] our first fully online, 90-hour accelerated degree in Professional Studies out of University College. This replaces the Liberal Studies degree. And as I read materials that Mark Merrick and colleagues presented, our accelerated Bachelor of Science in Public Health, now this degree is not the first of its kind in the region or in the state of Ohio, but the nation's first three-year reduced credit or accelerated degree in Public Health-- really addressing workforce development needs. I'm very pleased to be taking those degrees to the Board for their approval next week.

Finally, be on the lookout for, I believe this will be coming out if not later today, tomorrow, a call for a couple of [we're calling them] program directors. This would be internal searches, faculty who would be

interested in working with the Provost Office. The first is an applied learning program director, a faculty member to join us and provide some leadership in our applied learning, experiential learning space as we're building out Advantage Toledo. One hundred percent of all of our undergraduates will engage in and apply experiential learning. You'll see the call, of course this is again, we're calling them program directors, something like a faculty fellow position of where there will be course release. It's a twelve-month administrative appointment, so a stipend along with the course release. And we're calling them program directors, something like a faculty fellow position of where there will be course release, it's a twelve-month administrative appointment, so stipend along with the course release.

The second position and we've had discussions here in Faculty Senate in terms of our emphasis on undergraduate research and the Office of Undergraduate Research, but you know, I've said to the folks, we need to do more to emphasize and build out our Undergraduate Research Office. So, a [call for a] program director, a faculty program director for undergraduate research. So those two calls will be hitting your inbox, I believe if it hasn't this afternoon it will be within an hour. And I encourage you, if you have interest or questions, email me personally. I am excited to identify faculty colleagues who have a passion for applied learning, experiential learning for undergraduate research to join the team and we can enhance our work in these areas. Thank you.

President Avidor-Reiss: Thank you. Any last questions for our Provost?

Provost McKinny: Yes?

Senator Semaan: Okay, just one quick question. We know we went to spring break, we came back and our students are anxious, some are worried. There's a war going on. Some of their families might be relatives deployed. Other international students and their families are in places that have issues. Does it make sense that either the President's Office or the Provost's Office send an email to all of our campus community reminding them of the resources that we have to support them?

Provost McKinny: So, we actually have received questions of, will the campus leadership make statements? I think that certainly the appropriate, available, necessary resources, we need to make those resources know—and we'll then find ways to do so.

Senator Semaan: To remind them, yes, I know this is stressful time for everybody and we have these resources

Provost McKinny: And very good point. And then thank you all for doing that with your students. Yes?

President-Elect Heberle: There's one other question from Barbara on the Chat. "Has there been any additional movement on the revamping of the core?"

Provost McKinny: Oh, there is ongoing work by the committee. So, there has been additional movement in terms of the specifics of where the restructuring is. I think what I'll do is have the leaders to make a report to Faculty Senate in the very near future.

President Avidor-Reiss: Okay, thank you, thank you. And now we're moving on to our Undergraduate Curriculum Committee, Rob Padilla.

Senator Padilla: So, the Undergraduate Curriculum Committee met over the break and on the week before the break we met, and we met yesterday. We had five meetings, total of about nine or 10 hours. Every member contributed and we went through, I think the number was roughly 140 proposals.

Group of Senators: Thank you.

Senator Padilla: We are off, oh no, don't thank me. But we are offering today, I believe it's 97 proposals for consideration. So, Lynne [Hamer] has typed this out. I'll read through it. I've changed 'fall' to spring. The provost deadline, I guess, for proposals to appear in the catalog this spring in 2026 is today. We're presenting all proposed courses that were in UGCC Committee queue by March 3rd. I was the one that doled them out. I had to give out the work orders. I waited until March 4th to do that. So, some that came in later, we were able to get in. And so, the ones that we're considering today, the proposals met that March 3rd deadline. And the UGCC assessed that these proposals are ready for approval. As noted in previous two Faculty Senate reports, the committee found problems with the proposal, if the syllabus be sent back, there will not be in time for revision. However, if you still have things that you want to send us, please send them to us. We will continue to work until the end of this semester. This speaks to the tenure of the committee. Lynne called me at 4:05 p.m. and she said, the committee just approved one more. So, in the next slide, I will start with one that is the 'ghost.' I'm going to call it the 'ghost' proposal. Trust me to read it carefully. Social Work Special Issues in social work, I believe it's 4980, that came in at 4:05 pm. today and I plugged it in. I didn't send it to Quinetta because I didn't want to bother her. So, understand that that's one that we're going to ask you for. So, the committee apparently, even though I may take a break, never stop working. Alright, let's start with the first one.

- ECON 2000: Economics Proseminar
- EFSB 2500: Introduction to Entrepreneurship for Non-Business Students
- HEAL 4200: Planning, Implementing and Evaluating Public Health Programs
- AED 3500 Innovations In Art Education
- AED 3510 Art Education Practicum: Secondary
- AED 4450 Curriculum in Art Education
- AED 4460 Art Education Practicum: Primary
- AL 3000 Introduction to Professional Studies
- BIOE 3300 Biomedical Electronics
- BIOE 4140 Biomedical Instrumentation Laboratory
- BIOL 3910 Research Project Laboratory and Clinical Significance
- CI 4050 Teaching Methods in Middle Grades Language Arts
- CI 4080 Teaching Methods in Middle Grades Social Studies
- CI 4190 Practicum I
- CI 4320 Literature for Young Adults
- CI 4390 Practicum III
- HCAR 4580: Leadership and Management in Health Care
- PSC 3560 Legal Frameworks of International Governance
- PSC 4580 International Law
- SLP 3020 Anatomy and Physiology of Communication Mechanisms
- SLP 3030 Normal Language Acquisition
- SLP 3300 Language Disorders
- BIOE 1420 Freshman Design Innovation II
- FINA 3890 Financial Modeling and AI Applications
- FINA 4500 Survey of Fintech Topics

- INFS 3400 Information Security, Data Governance & Ethics in AI
- INFS 3770 Introduction to Database Systems
- INFS 4300 Machine Learning for Prediction...
- RCRT 4740 Assessment and Documentation in Therapeutic Recreation
- SOC 2500 Women's Roles: A Global Perspective
- THR 2020 Theatre Performance Practicum
- PHYS 4660 Foundations of Glass Science
- PHYS 4670 Glass Technologies
- CI 4730 Seminar Managing the English Language Arts Classroom
- CI 4740 Seminar: Managing the Mathematics Classroom
- CI 4760 Seminar: Managing the Science Classroom
- CI 4790 Seminar: Managing the Social Studies Classroom

President-Elect Heberle: What does CI stand for?

Senator Padilla: Critical Instruction.

President-Elect Heberle: Thank you.

Senator Padilla cont'd: <See below>

- CI 4930 Internship/ Student Teaching
- CIEC 3380 Practicum I
- CIEC 4070 Effective Teaching Practices, Pre-K to 3rd
- CIEC 4340 Infant/Toddler Curriculum
- CIEC 4480 Practicum II
- CIEC 4750 Developmental Assessment In Early Childhood
- CIEC 4770 Practicum III
- EDU 1700: Introduction to Education
- SPED 4380: Transition Process from High School to Post-Secondary Settings for Students with Disabilities
- SPED 4930: Internship/Student Teaching In Special Education
- EXCS 3830: Principals of Strength Conditioning
- HCAR 4580: Leadership and Management in Healthcare
- BIOE 4220: Bioengineering Design Project II
- RCBS 4240: Integrated Clinical Practice II
- EECS 1030: Introduction to Computer Science Engineering
- EECS 3540: Operating Systems and Systems Programming
- EECS 3560: Programming Languages and Paradigms
- EECS 4180: Computer Networks
- EECS 4590 Algorithms
- EECS 4770: Computer Hacking and Forensic Analysis

President-Elect Heberle: Can I ask you a question?

Senator Padilla: Yes.

President-Elect Heberle: Are all these classes for the new 90 credit hour program?

Senator Padilla: I believe so, yes.

President-Elect Heberle: And all the education classes are because of their entry into JHCASE?

Senator Padilla: So, whenever we're combining colleges, it creates a lot of opportunities for programs to create their curriculum.

Past-President Van Hoy: It will make a lot more sense after the Programs Committee present their report.

President-Elect Heberle: I made those connections, so I just want to make sure I am getting it right in terms of the reason why the new courses—these are new courses; they are not modifications?

Dr. Scott Molitor, Vice Provost: No, a lot of these are modified courses.

Senator Padilla: Most of these are modified.

Unknown Speaker: How many new courses are there.

Senator Padilla: I don't have the new number, but I think our ratio is about 1-10.

Dr. Scott Molitor, Vice Provost: Yes.

President-Elect Heberle: Oh, these are modifications.

Dr. Scott Molitor, Vice Provost: Yes.

Senator Padilla: And then the last one on this page is:

- EEES 4610: Environmental Geophysics
- ENGL 3630 American Literature, Beginnings to 1865
- ENGL 3640 American Literature 1865 to the Present
- ENGL 3680 British Literature from the Middle Ages to 1789
- ENGL 3690 British Literature from 1789 to the Present
- EXSC 3850 Cardiac Dysrhythmia Interpretation
- MATH 1210 Mathematics for Education Majors I
- MATH 2450 Calculus for Engineering Technology I
- OSCM 4210 Project Management
- OSCM 4250 Advanced Business Analytics and AI Applications
- PUBH 3650 Zombie Apocalypse 101: Outbreak Response
- PUBH 4150 Health Coaching
- PUBH 4620 Introduction to Health Policy and Health
- PUBH 4420 Social Marketing in Health
- PUBH 4700 Risk Assessment
- SOCW 3170 Child Welfare II
- SOCW 4990 Independent Study in Social Work
- WGST 3070 Nonbinary Gender Beyond the Binary
- SPED 4380 Transition Process from High School to Post-Secondary Settings for Students with Disabilities
- CHEM 3860 Advanced Lab I
- CHEM 3870 Advanced Lab II
- CHEM 4880 Advanced Lab III

- DANN 4500 Applied Data Analytics I
- DANN 4600 Applied Data Analytics II
- ECON 2000 Economics Proseminar
- EET 4700 Electric-Vehicle Systems & Charging
- EET 4750 Renewable – Energy Microgrids for e-Mobility
- EFSB 2500 Intro to Entrepreneurship for Non-Business Students
- HIM 2300 Health Care Resources, Payers
- SLP 3020: Anatomy and Physiology of Communication Mechanism
- COMM 2840: Interpersonal Communication
- COMM 3220: Multi-Camera Television Studio
- COMM 3330: Public Relations and Principles of Advertising
- COMM 3500: Social Media Stetegies
- COMM 3820: Persuasion Theory
- COMM 4500: Social Media Campaigns
- CI 4260 Advanced Methods of Teaching AYA Mathematics
- CI 4290 Practicum II
- CI 4470 Literacy Assessment and Remediation
- CI 4680 The Nature of Science
- CI 4720 Best Practices for Teaching Social Studies
- EECS 4740 Artificial Intelligence

Senator Padilla cont’d: We are done. If you are online, if you would like to approve these, please write ‘yes.’ In the room if you agree, say ‘yay.’ Any nays? Any abstentions? ***Motion Passed.*** Thank you.

Dr. Scott Molitor, Vice Provost: First of all, thank you, thank you, thank you. I'd like to make just a minor correction. Today’s deadline has nothing to do with the fall 2026 catalog. It has to do with registration for fall of 2026 courses.

Senator Padilla: Gotcha.

Dr. Scott Molitor, Vice Provost cont’d: There are a handful of changes - credit hours, prerequisites, corequisites, grading system changes and registration restrictions. Those are the only ones that we need to approve today in order to get into the schedule that is going to open next week when students register. And so, with that, again, thank you, thank you, thank you, and one minor request. Before you go home and kick up your feet and have the cold beverage of your choice—I probably should buy you one—could you hit the button to approve to move those courses forward to the provost level so we can work with the Registrar to get those changes done before registering?

Past-President Van Hoy: Lynne is online, she can do it now.

Senator Padilla: Thank you, everyone. And remember, the whole entire committee worked on this.

President Avidor-Reiss: Thank you very much. Now we are going to another very important committee, Programs, chaired by Daryl. Daryl, are you online?

Senator Dwyer: Yes, I am. Are you guys ready? I'm just going to get right into it here. Before I start, I'm going to just kind of like shout out the committee members. Bob Yonker, Jerry Natal, Ahmad Jhavaid, Jerry Van Hoy and Holly Eichner. I would love to say that going through these proposals was fun, but I'm

not going to say that. But I am going to say that without these guys, I don't know where I would be. So, I just want to thank them again for all of their hard work and for anybody who's interested, I'm just going to say that when we look at proposals, and I believe there are 87 here in total, what we do actually is look for the following: (1.) The purpose, whether or not there are new or modified courses that are involved. (2.) If there are newer modified courses that are involved, whether the courses that are already on the books are active or inactive. Some mistakes are often made in those lines right there, whether or not appropriate departments or colleges have been contacted about any changes. Whether or not the IIOs and the PLOs align. Count of all the degree credits to make sure that those are correct. Sometimes there's a problem with those. Kathy Zimmer, again, I don't know what I'll do without her because she's fantastic at doing that. (3.) We look to see if there's a pipeline involved. And if there is, if there are one-to-one equivalences there, and whether or not the pipeline is well explained so students will understand it. (4.) We are looking for an appropriate curriculum map and an assessment plan and those are all the things that we look at and so it takes a while to look through each of these proposals. Why did I mention this? Because some proposals do not have these things either included or not done correctly. So, I would just say, in the future, those are the types of things that are at least what the committee right now is looking to observe. And I was going to do this, ask for a vote today based on dividing proposals into different blocks. Let's see how this goes.

So, the first group on here, which doesn't really have a name for it, are the proposals that we looked at during the last Senate meeting. There are two on here that I want to come back to. One, which is Financial Technology. Financial Technology, we did not vote on that last time in Senate because we were waiting for the course FINA 4500 to be passed, and you guys just did. So, we are able to vote now on this proposal. And we had another one that was FILM and VIDEO. This was a minor that had been rolled back and, in the meantime, folks that put this proposal came back and had made the changes because the courses involved in the minor were better understood by us. So that one we could also vote on. You know, I'm just going to keep on going through these like Bob did, I think, and just maybe ask for one vote at the very end if that's okay with everybody. So when we're voting, those two right there would be included along with the ones that are down below. So, maybe we can scroll down--Quinetta, thank you—and take a look at what I call major program modifications. For these we have (Major Program Modifications):

Major Program Modifications

- Early Childhood Education (Pre K-5), BE
- Economics, BA
- Middle Childhood Ed (4-9), BE
- Multi-Age Education (Pre K-12)
- Social Media Communication
- ~~Special Education Intervention Specialist~~ (removed from list because UGCC did not pass this yet)
- BBA, Entrepreneurship and Innovation
- Bioengineering, BS
- Construction Engr Technol, BS
- Civil Engr, BS
- Electrical Enge Technol, BS
- Environmental Engr, BS
- Public Health, BS

- Public Health, Pre-MedTrack, BS
- Biology, BA
- Individualized Studies, BA
- Individualized Studies, BS
- Medical Laboratory Science, BS

Certificates

- Art Museum Practices
- Arts Management and Entrepreneurship
- Engr, Surveying
- Media Production Communication
- ~~Public Relations Communication~~ (removed from list because UGCC did not pass this yet)

Minors

- Art Museum Practices
- Engr, Construction Management
- Arabic
- Chemistry
- Data Science
- Disability Studies
- Health Sciences
- Surveying

Concentrations

- Biology Pre-Med Studies, BS
- Chemistry, ACS Certified, BS
- Chemistry, Pre Medical Professions, BS
- Computer Science, AI, BS
- Health Sciences, General
- Mechanical Engr, Industrial Engr, BS
- Mechanical Engr, Manufacturing Engr, BS
- Studio Art, Art Education, BFA
- Studio Art, Art History, BFA
- Studio Art, Graphic and Interactive Design
- Studio Art, Interdisciplinary Art Studies
- ~~Visual Art, Art History~~
- ~~Communication, Interpersonal Comm, BA~~ – (removed from list because UGCC did not pass COMM 2720 yet)
- ~~Communication, Digital Comm, BA~~ -- (removed from list because UGCC did not pass COMM 2720 yet)
- ~~Communication, Media Comm, BA~~ – (removed from list because UGCC did not pass COMM 2720 yet)
- ~~Communication, Organization and Strategic Comm, BA~~ (removed from list because UGCC did not pass COMM 2720 yet)
- GEPL, Geographic Information Science and Technology
- GEPL, Human and Env Geography
- GEPL, Urban Studies
- GEPL, Urban and Regional Planning
- Theater - Stage and Screen Performance
- Theater - Design and Technology
- Electrical Engr Technol, Conc in Mechanical, BS
- Health Sciences - Pre-Grduate Entry Nursing -- (Health Sciences needs new assessment plan)
- Health Sciences - Pre-Occupational Therapy
- Health Sciences - Social Determinants of Health
- HS - Human Performances and Fitness Promotion
- HS - Pre-Medical Professions

- HS - Pre-Physician Assistants
- Biology- Neurosciences, BA
- Biology – Bioinformatics
- Biology - Cell and Molecular Biology
- Biology - Neurosciences, BS
- Chemistry, Materials Chemistry
- Physics - Astronomy and Astrophysics -- (rollback/cannot understand proposed courses in Concentration)

Senator Dwyer cont'd: So, we are able to vote on a whole pile of these. Have I confused everybody enough? Any questions?

President Avidor-Reiss: In the room? Any online?

Senator Dwyer: I'm going to say that we tried hard not to miss anything, but I won't be offended if somebody tells me something is wrong. And we covered everything that was in the queue. So, everything that we had been sent has been looked at as of now.

President Avidor-Reiss: So, you can call a vote then.

Senator Dwyer: So, if nobody has any questions, I'll ask if you would please vote on those. From the list we cannot vote on number 28, 47 and 72 through 75. All the others are up for the vote.

President Avidor-Reiss: Okay, those in the room say yes.

Group of Senators: Aye.

President Avidor-Reiss: Any objections? No? Any abstentions? No. *Motion Passed.*

Senator Dwyer: Thank you so much.

Past-President Van Hoy: Thank you.

Senator Padilla: Thank you.

President Avidor-Reiss: So, you won't believe it, but the next item is any items from the floor? Any items raised by faculty? Any items from the floor for discussion? No? Great. So, if there are no objections then this meeting is adjourned. Meeting adjourned.

IV. Meeting adjourned at 5:45 p.m.

Respectfully submitted,
Raghav Khanna
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard
Faculty Senate Office Administrative Secretary