



**OHIO FACULTY COUNCIL MEETING MINUTES  
FINAL Minutes - 14 January 2022  
Approved, 11 February 2022, Leanne Petry**

12:30 – 2:30 PM  
Virtual via Zoom

**MEMBERSHIP (ATTENDEES highlighted in yellow)**

Bowling Green University: Christopher Frey, David Jackson  
Central State University: Leanne Petry, Mitch Eismont, Lubna Abu-Niaaj  
Cleveland State University: Bob Krebs, Andy Slifkin, Anup Kumar  
Kent State: Pamela Grimm, Ed Dauterich, Darci Kracht  
Miami University: Jennifer Green, Thomas Poetter, Rosemary Pennington  
NEOMED: Patrick Gallegos, Natalie Bonfine, Charles Thodeti, George Litman-Guest Representative  
Ohio State: Ken Lee, Ben Givens, Amy Darragh  
Ohio University: Robin Muhammad, Benjamin Bates, Nukhet Sandal  
Shawnee State University: Tony Ward, Erik Larson, Drew Feight  
University of Akron: Linda Saliga, Kate Budd  
University of Cincinnati: Greg Loving, Dan Carl  
University of Toledo: Tony Bigioni, Linda Rouillard  
Wright State University: Brian Boyd, Megan Faragher, Laura Luehrmann  
Youngstown State: Chet Cooper, Mike Ekoniak  
Ex-officio: Wright State University, Former Chair Dan Krane

**Guests: (ATTENDEES highlighted in yellow)**

Mike Duffey, Senior Vice Chancellor Ohio Department of Higher Education (ODHE)  
Sara Kilpatrick from Ohio AAUP  
Terry Filicko, Chair from Ohio Faculty Senate and Clark State Community College

14 January 2022, 12:30 – 2:30 PM (12:32 PM called to order)

1. Agenda approved as distributed
2. Discussion and approval of minutes from December 10, 2021 (12:34 PM)  
Moved, seconded, motion to approve carried and minutes adopted as distributed

3. Updates

- a. Listserv: Issues with communication drops being investigated.
- b. Boards of Trustees: Reminder to members if you have not yet spoken with your BoT Chair about a campus-wide textbook auto adopt policy, reach out soon. Board leaders need to affirm or decline their support of a textbook auto adopt policy, decided in consultation with faculty leaders, no later than August 15, 2022. It is a requirement as part of the textbook affordability initiative that each public member institution Board of Trustees indicate to the State if they are going to either adopt or not a resolution.
- c. Program reviews and challenges with low-enrollment programs | retrenchment | efficiency reports | collaboration agreements (<https://codes.ohio.gov/ohio-revised-code/section-3345.35>)

Discussion around efficiency reports – The duplicative program discussion moved from gateway math and English courses (which all students need) to international languages and global studies (low-enrolled courses and programs) which have pedagogical constraints and caps. The operational course caps are well above the recommended professional organization guidelines (i.e. introductory and intermediate language courses with 22 cap vs. 15 recommended students) for the language courses and because the only criteria examined is numbers of declared majors (neither minors nor general education courses or double majors considered even though they subsidize the major, faculty salaries, and generate institutional revenue), the international languages and/or global studies programs still qualified as low enrolled programs. The initiative is flawed in that thinking operating outside the boundaries or getting rid of majors is going to save institutions money or that collaborative programs could share students or a policy for concurrent enrollment is needed when start dates and end dates and spring break dates do not coincide. Thus, the students do not know when class starts or when it ends or they assume that they are on break when that is not the case for one of the two partner institutions. Similar impact noted for art programs and graduate programs, in general. There is a contraindication when faculty are asked to deliver highly individualized instruction yet asked to instruct in lecture hall sized courses. Institutions are adding programs to stay competitive (i.e. interdisciplinary programs), pushing STEM programs for workforce development and higher graduation monetary return rates. Removal of international language studies promotes English language privilege and how the English language privileges those states or those countries that have the most power. This practice does students a disservice by pushing students away from international languages or global studies which intends to diversify and promote a more inclusive and equitable education. When talking about localizing curriculum and workforce, our counterparts across the world, who may not have English as their privilege language, adds to the way in which the conversation is categorized. The question is what is it that we want to promote in our curriculum and with our students? Perhaps it is the idea of being inclusive of what is going on in the world around us.

d. OFC Technology Commercialization Award: new awards criteria

Current criteria may be found [here](#). Proposal to add:

1. Is the technology novel, creative and innovative? How does this compare with the competition?
2. Has a prototype product been developed? What is the stage of development?
3. What is the IP? What is licensed?
4. Is there a clear commercialization pathway? (plan, timeline, investors, estimated ROI)

At OFC December meeting, the Tech commercialization awards committee requested some modifications to the criteria they said they thought would be helpful as they evaluate future OFC commercialization applicants. Those four proposed criteria were put forth in the agenda for everybody to look at in addition to the link from the web page to look at the currently existing criteria. Comments related to the back end of what the judges wanted to look at regarding who is receiving that award (i.e. the application, the nomination form, a description on the website about the selection criteria because they are a bit out of sync and alignment with each other). OFC could incorporate some of those criteria but make sure that they are referred to in the general description to accommodate a fair playing field.

4. Guest (Mike Duffey, Senior Vice Chancellor, ODHE, 12:55-1:36 PM)

Previous discussions related to College Come Back Plans while today's discussions focused on readings from the below links since Ohio has really been exploring new insights and approaches to student debt, and not just federal student loan debt at the national level. What makes this an attractive approach is that it is a policy perspective that is sustainable. It can continue cohort to cohort across time, and it does not really require federal funding or state funding that could be jeopardized based on a particular budget, and it can be done at the institutional level. It provides an incentive for the student. It provides an incentive for the institution because they get the incremental revenue and all parties are sharing a little bit in the effort and the sacrifice. There are opinions about whether institutions through their admissions policies are also partially responsible for getting students across the finish line. We all feel that shared ownership over student success. When enrollment goes up, the institution gets healthier and the student succeeds and the student benefits. This process also optimizes capacity and supports full enrollment which is what we want to support faculty and the strength of our institutions. It is also occurring at a time when declining enrollment is not just a pandemic phenomenon. There is also a national clear trend away from transcript withholding as in comparison to medical records, as if they are the property of the patient, or in this case the student. The analogy is the comparison of student debt to medical debt. Ohio is one of five states that gives student debt to the Attorney General to collect, New York, Pennsylvania, Virginia and Louisiana are the other four states. Ohio is stronger than most states in the position that the students' fees are additive on top of what the principal amount is. Ohio is one of the more aggressive states in terms of the way that collection occurs. Even without transcript withholding, the Attorney General can collect the debt, garnish wages, litigate, etc. So, it is important to understand that transcript withholding is used by institutions in Ohio as leverage for debt collection, but it is not the only tool. And, it is not a dependency for the overall mechanism of the Attorney General to collect the debt. The governor proposed that the Chancellor have authority over transcript withholding.

OFC membership needs to be aware there is movement in this regard and in state statute in Ohio, but it would not solve the college come back type situation, but there is movement in Ohio.

Student debt can balloon with little notice  
(The Columbus Dispatch), August 2016  
<https://amp.dispatch.com/amp/23980892007>

Collecting against the future; Student debt practices undermine Ohio's higher education goals (Policy Matters Ohio)  
<https://www.policymattersohio.org/research-policy/quality-ohio/education-training/higher-education/collecting-against-the-future>

Colleges are withholding transcripts and degrees from millions over unpaid bills  
States are increasingly stepping in to block this 'unique and unfair debt-collection tool'  
<https://hechingerreport.org/colleges-are-withholding-transcripts-and-degrees-from-millions-over-unpaid-bills/>

Colleges fight attempts to stop them from withholding transcripts over unpaid bills  
Lobbyists are pushing back on legislation to restrict a practice leaving millions in limbo  
<https://hechingerreport.org/colleges-fight-attempts-to-stop-them-from-withholding-transcripts-over-unpaid-bills/>

Transcript Withholding Guidance – ODHE (May 2021)  
[https://www.ohiohighered.org/sites/default/files/uploads/students/Transcript-Withholding\\_guidance\\_FINAL.pdf](https://www.ohiohighered.org/sites/default/files/uploads/students/Transcript-Withholding_guidance_FINAL.pdf)

5. Collaboration with Ohio Faculty Senate: (Sara Kilpatrick, AAUP, 1:37-1:56 PM)  
Discussion in response to letter by IUC Presidents on divisive concepts, critical race theory, and free speech conversations; Joint resolution as Faculty Congress of Ohio is being revised and will be put before the membership of both organizations in February.
6. Campus examples of shared governance successes and challenges  
Round robin of campus updates, examples of shared governance and request to see shared document for reports of Covid status on campus:  
<https://docs.google.com/document/d/1tjH0hLRbJZuP17r98UPiMcvQjg08llcF4riw8TSTa1A/edit?usp=sharing>
7. Announcements:
  - a. PITCH X videos: "The First Nine" (tabled for next meeting)  
<https://innovateohio.gov/priorities/resources/pitchx3262021>
  - b. Note: Five (5) remaining meeting dates for AY 2021-2022 (all 12:30-2:30)  
Feb 11; Mar 11; **Apr 8** (change from Apr 15 due to holiday conflicts); May 13; June 10
8. Adjourn (2:33 PM)