

UNIVERSITY SENATE
Meeting Minutes
April 28, 2025

The University Senate was called to order at 3:30 p.m., in 111 Harrison Hall on Monday, April 28, 2025. Members absent: Kenya Ash, Will Brinley, Mastano Dzimbiri, Amie Earls, Kelsey Ellis, Michael Gowins, Nya Hodge, Patrick Houlihan, Cynthia Johnson, Jeffrey Kuznekoff, David Motta, Nelchi Prashali, Caitlin Spyra

1. **Call to Order and Announcements and Remarks** – Rosemary Pennington, Chair of University Senate Executive Committee
 - a. Elections are today, you can run for chair-elect if you have 1 year left on your term. You would serve as an ex officio, non-voting member of the body when you serve as past chair. Shared governance is very important here at the university, I know that it may not always feel like that and some feel like it is always just a rubber stamp. However, it doesn't have to be that way. How voting will be handled:
 - i. We will go into Senate Executive Session for discussion
 - ii. Then we will come out and vote by ballot
 - b. Next week is our last meeting. There will be several things on the agenda that we will be hearing for the first time and asking everyone to vote on. This is due to how things have come in this semester. We will have two Sense of the Senate Resolutions, and potentially even a new curricular item that we may vote on too. Rather you vote it through or not is up to you, but they will be presented next week and we will be asking for your vote next week.
 - c. One of the Sense of the Senate American Association of Colleges and Universities and the American Academy of Arts and Sciences. There is a letter that the college presidents have signed on essentially saying that we need to protect higher education in the United States from threats. There have not been many publics that have signed onto this letter yet as it is so early. So senators are bringing it forward for consideration next week in support of that statement. If you want to see this statement it is called "A call for constructive engagement" it was published April 22, 2025 on the AACU.org newsroom.
2. **Approval of University Senate Minutes**
 - a. University Senate Full Meeting Minutes_04.21.2025 (Results: 46-Yes, 00-No, 01-Abstain)
3. **Special Reports**
 - a. MGT - Business Leadership Co-Major, Drew Reffett, Associate Dean for Educational Excellence & Professor of Accountancy
 - i. Business Leadership Minor and Co-Major Presentation Overview
 1. Background - High-level overview of motivation for X + Business, Business minor, Business Leadership minor and co-major
 2. Business minor, Business Leadership minor and co-major curriculum
 3. Questions

- ii. Responding to increased demand for FSB programs
 - 1. Over the last 5 years, FSB applications have steadily increased by an average of ~9% annually going from ~28K applications in 2020 to ~43K applications in 2025
 - 2. Basic options for responding to increased demand for FSB programs
 - a. Do nothing to meet the increased demand for FSB programs
 - b. Meet the increased demand for FSB programs
 - c. Meeting the demand for highly demanded programs is consistent with Miami's strategic plan (and good for Miami students)
 - 3. Two options for meeting the increased demand for FSB programs
 - a. Increase incoming FSB classes
 - b. Increase enrollments in FSB programs accessible to non-FSB students (selected option)
- iii. X + Business: Meeting increased demand for FSB programs
 - 1. Why increase access to FSB programs and develop new FSB programs for non-FSB students?
 - 2. We view this as a Win-Win.....Win-Win
 - a. Students win: Will benefit Miami students by providing valuable business education that complements their primary academic interest(s)
 - b. Miami University wins: Will benefit Miami University by increasing the value provided by a Miami education and thus increasing demand (will help meet enrollment targets even with demographic cliff)
 - c. Non-FSB Department win: Will help non-Business majors attract students who have non-business primary academic interests but who also want the career-related benefits of a business education
 - d. FSB wins: Will enhance FSB courses by including a broader range of students; also, the program will produce highly successful alums
 - 3. How do we plan to increase access to FSB programs for non-FSB students
 - a. X + Business - an umbrella term that includes the full set of FSB offerings available to non-FSB students
 - b. The Business Leadership minor & co-major are offerings within X+ Business
- iv. Groups consulted and feedback received
 - 1. FSB Educational Experience Committee
 - 2. FSB Faculty and Staff and large
 - a. December and February FSB Meetings

- b. Survey distributed over Winter term
 - 3. FSB Department Chairs
 - a. Group discussions
 - b. Individual meetings
 - 4. Miami Honors College
 - a. Zeb Baker
 - b. Student Focus group
 - 5. EMSS
 - 6. FSB alums/ employers
- v. Business Leadership co-major basic design
 - 1. Part II: Business Leadership Minor - 5 courses (pick one from each group)
 - a. Business Ethics - BLS 465, BUS 217, ESP 331, or MGT 490
 - b. Leadership - MGT 415
 - c. Strategy - ECO 309 or MGT 495
 - d. Change Management - MGT 416
 - e. Elective - Wide selection
 - 2. Part I: Business Minor - 5 courses
 - a. Introduction to Business - MGT 111, or ESP 201
 - b. Economics - ECO 201, or ECO 202
 - c. Accountancy - ACC 221, or ACC 222
 - d. Finance - FIN 211, or FIN 301
 - e. Human Capital Management and Leadership - MGT 291
 - f. Information Systems & Analytics - ISA 125, or ISA 211
 - g. Marketing - MKT 211, or MKT 291
 - h. Supply Chain - MGT 295
 - i. Business Law - BLS 342
 - 3. Pick 2, only 1 from each group
 - 4. Pick 3, only 1 from each group
- vi. Thank you for your time and consideration
- vii. Senator Question and Comments
 - 1. Senator: How will this work with the new RCM 4.0 especially with the higher emphasis on primary majors?(A) Co-major would not count as the primary major, so the primary major would be outside of FSB.
 - 2. Senator: How would this affect the engineering department?(A) We are happy to collaborate with anyone. The credit hours would be a challenge but we would just need to work with those students to effectively plan.
 - 3. Senator: What is the size of the program that you are expecting and will FSB need new personnel or other resources? I have some concerns for example the Library as there is limited support in that area. (A) We have planned for about 75 students annually, we have access to resources so

we feel good about that. For advising we have to talk to FSB advisors and what they would need. We have spoken similarly with Career Advising too. I hadn't considered additional library resources but I am open to discussing that and hearing what you would need.

4. Senator: This serves our students very well. In SLAM a lot of students have already upgraded to the General Business Minor because it is effectively built in. We find a lot of students in their senior year looking for something else and it would make sense for the majority to be able to upgrade to the co-major.
5. Senator: What does your staffing look like? Given RCM there isn't going to be a lot of payback for you all for doing this, and I believe that you are going to have a lot more than 75 students wanting to do. If that is the case are you going to be able to have staff for those students and also the space for it?(A) The instructors still get 44% and we also have a business course surcharge, so that will cover some of it. We have gone through the model so we should be fine. There will be a cap and this will be housed in the management department and they will manage this. We will not offer a program that is not appropriately staffed or has rooms for the classes. We are pretty confident that we are in good shape regarding this.
6. Senator: In your slide it says that the Co-Major is the combination of part 1 and 2? So that would be 8 courses? (A) Correct, but it would actually be 10 courses.
7. Senator: What is the criteria to allow people to co-major?(A) There is 600 in the business minor and that is an application process to get into that and it is always housed in the management department. So within CIM form their admission criteria are that students can apply once they have completed 9 credit hours of the business minor and within those courses, they need to have a 3.3 GPA with a 3.2 GPA overall, with no academic integrity violations. So, those would be the criteria to advance from the Business Minor to the Business Leadership Minor which would be the next step to the Co-Major
8. Senator: So you would not be able to be accepted into the school for this program if you were not accepted into Farmer as your primary major? (A) I don't think it is a form of admission, on the entry as it has been formally discussed, but I think it is something that we can lay out and say that this program does exist, and here are the criteria. With it being a Co-Major it isn't like you are being admitted to a division.

4. **Consent Calendar:**The following items were received and accepted on the Consent Calendar:
 - a. Curricular Items 04/23/2025
 - b. LEC Meeting Minutes 04/15/2025

5. **Old Business**

- a. SR 25-18 Policy Revision Proposal: Adding a New Co-Major, Elise Radina, Associate Provost
Discussion and Anticipated Vote on April 28, 2025 - (Results: 47-Yes, 00-No, 0-Abstain)
 - i. Senator Question and Comments
 - 1. No questions or comments from Senators
- b. SR 25-19 EDP - Inclusive Education, Bachelor of Science in Education, Ashley Johnson, Inclusive Special Education Program Coordinator, and Darrel Davis, Acting Chair and Professor, EDP - The curriculum document can be accessed at <https://nextbulletin.miamioh.edu/programadmin/> - click on 'title' and type '**Inclusive Education***' in the Search section. Click on 'Inclusive Education, Bachelor of Science in Education'. ***Discussion and Anticipated Vote on April 28, 2025*** - (Results: 47-Yes, 00-No, 00-Abstain)
 - i. Senator Question and Comments
 - 1. Senator Question and Comments
- c. SR 25-20 World Languages and Cultures, Bachelor of Arts, Elisabeth Hodges, French, Italian, and Classics, and Mila Ganeva, GRAMELAC - The curriculum document can be accessed at <https://nextbulletin.miamioh.edu/programadmin/> - click on 'title' and type '**World Languages***' in the Search section. Click on 'World Languages and Cultures'. ***Discussion and Anticipated Vote on April 28, 2025*** - (Results: 46-Yes, 01-No, 00-Abstain)
 - i. Senator Question and Comments
 - 1. Senator: Given that RCM zero-sum budgeting focuses on funding a department based on the primary major, and this major is split across departments, have you asked how the funding will work?(A) Yes, we are aware of the challenges that the recently announced RCM 4.0 model creates for all departments (with or without a shared major). We plan to work with our Dean and advocate for equitable distribution across the two departments since we built the major together across two departments through collaborative innovation. The WLC major offers a new model for collaboration that we hope the new RCM model will support in order to encourage transdisciplinary and transformative initiatives across divisions and departments. These sorts of initiatives also support the goals of the Miami THRIVE and it is important that any new or proposed budget models has the capacity to foster such innovations.
- d. SR 25-21 Policy Revision: Registration, Jason Abbitt, Professor, EDP; Associate Dean of the Graduate School ***Presentation only; Discussion and Anticipated Vote on April 28, 2025*** - (Results: 43-Yes, 02-No, 02-Abstain)
 - i. Senator Question and Comments
 - 1. Senator: I'm a little confused by the motivation. In advertising the 3+1 programs to potential students we stress that they are "combined" programs where you can "simultaneously" earn your bachelor's and master's degrees (see

<https://miamioh.edu/graduate-school/academics/combined-degree-programs.html>). However, the justification for the new policy appears to be to ensure that the degrees are separate (not combined) and sequential (not simultaneous) Why stress the benefits of one thing to the students and then have policies that do the opposite? This discrepancy between how we advertise the program and the new policy also raises other questions:

Are we going to change how we advertise the 3+1 programs?

Given how we currently advertise the 3+1 programs, ("combined", "simultaneous") students might reasonably expect that they can use their UG financial aid to finance the graduate degree. This policy is designed to prevent students from doing so. What actions will be taken to ensure that students know this so they don't feel we have pulled a bait and switch 2-3 years down the line? (A) We agree that the messaging around combined programs should be adjusted to be clear and precise. The language noted is on a web page, whereas the policy language does not refer to simultaneously pursuing a baccalaureate and master's degree. Any indication that these can/should be pursued concurrently will be revised as it does not accurately describe a combined program. The language surrounding these programs has evolved over time and, in some cases, diverged from their original intent. What was originally discussed as "4+1" programs were 4-year undergraduate programs followed by 1 year of a master's program. The accelerated timeline of the two programs was based on the advantage of 9 credit hours that could count toward both degrees, thus reducing what would typically be a 2-year master's degree to a shorter timeframe. Furthermore, the "+1" part of the name is subject to varying interpretations. What was initially conceived to be 1 year now is often thought to mean 1 semester in addition to the undergraduate degree, or as little as one semester with one credit hour in a graduate semester. In the graduate school, we refer to these programs as "combined programs" to avoid suggesting a specific timeline, as the length of time for the undergraduate (UG) and graduate (GR) degrees varies significantly based on factors such as AP, CCP, transfer credit hours, degree requirements, etc. The use of terms such as 3+1, 3+2, 4+1 is inherently problematic, and we recommend avoiding those terms unless a specific timeline can be reasonably guaranteed. Other institutions use terms such as Accelerated Graduate Pathway or similar. Regarding the sequential arrangement of the UG and GR programs, it is accurate that one intention of this policy is to prioritize completing the undergraduate degree before beginning graduate courses. Several combined programs at Miami have always been sequential in this way. Under the proposed

policy revision, Miami programs will continue to align with the definition of a combined program, which is similar to that of all other Ohio institutions. While we are promising a limitation, we will continue to have a greater degree of flexibility than most other Ohio schools. Under the revised policy, in a 30-credit-hour graduate degree program, one-half of that program can be completed prior to earning the undergraduate degree. With the exception of Ohio University, which has a policy similar to the one we are proposing, other Ohio schools are more restrictive. It is important to note that what we refer to as a “combined degree program” is an admissions pathway, not a distinct academic program. It is an arrangement that facilitates earning two degrees in an accelerated timeline. The requirements of both the undergraduate and master's programs, however, remain the same regardless of whether a student enters the program via a traditional admissions pathway or a combined pathway. The admissions policy regarding graduate study at Miami is explicit that “Applicants for graduate study must have earned a baccalaureate (bachelor’s) degree from an accredited institution.” This is fully enforced for students who apply through a traditional admissions pathway after completing a UG degree elsewhere. Like many institutions, however, we make an exception for our own undergraduates and are permitted to do so with limitations. Ohio permits the double-counting of up to 9 credit hours toward both degrees. This does not, however, eliminate the expectation that an undergraduate degree program should precede a graduate program. The additional part of this question regarding financial aid is addressed below, along with a similar question from another senator.

2. Senator: Previously you mentioned that petitions would be considered, but it sounds like the way you described it that because of the financial aid limitations that there would be a strong urge to not accept the petition. What types of things would be reasonable to accept a petition? (A) Our petition process is governed by a subcommittee of grad council reviews who are the deciders on the petition. It is hard to say what they would accept. With some experience with them in the past, I would say that petitions that don’t have a choice and they need to exceed this limit, or the course is not offered every year, and other scheduling conflicts I think it would be accepted. Those petitions are typically supported with a recommendation to the department asking them to correct them. A petition to go to the original policy, probably would not be considered
3. Senator: You are really talking about one semester and you are not talking about something in the middle of the semester. So if a student

has a conflict the next semester it could be a very real swing of 12-15 credit hours. Because if it is like one undergrad class that they need to keep for their last semester it is a very real situation that someone might need to go back to the old as it is not like 3 hours. I could see a case where a petition might be needed.(A) The grad council does look at each petition and does take into consideration what the impact would be. For matters where it is just strictly because of financial impact, I don't know how that would go. Scheduling difficulties or things like that is normally approved favorably. Petitions are a good way to help us identify where we need to make adjustments to the curriculum to better accommodate things and sometimes policy adjustments. Again we are trying to put undergraduate education first and graduate education. We look completely different compared to other institutions on this and I can't find a good rationale about why that is. More institutions have more stricter policies than this. We are also still allowing merit-based scholarships, where other institutions are not. We want to make sure this benefits the students.

4. Senator: Earlier, the faculty senate heard about University Ratings and how Miami is hurt in the ratings because we have so few Pell Grant recipients. I know some Pell Grant recipients who chose to come to Miami because of the 3+1 programs, as it allowed them to leverage their Pell Grants to get both a UG and GR degree simultaneously (more bang for the buck). This policy is obviously designed to discourage this (i.e., "align UG need-based aid" with just the UG degree). Are we worried this might hurt our ability to attract Pell Grant recipients? Also, if it is the case that other Ohio schools have similar policies, are we losing out on a way to attract more Pell Grant recipients to Miami (i.e., we can tell them to come to Miami instead of Cincinnati because we are more generous with allowing them to apply their Pell Grant to a potential combined degree)? (A) This policy revision is not intended to discourage any specific use of financial aid, regardless of the source. The guidance that we have been provided regarding the differences between undergraduate need-based and merit-based aid has been carefully considered. There are limitations in how various forms of aid can be used, and we believe this policy revision is aligned with those limitations.

There are a few points to be considered: (1) Pell grants are awarded only to undergraduate students. In developing the policy revision, the Office of Student Financial Assistance was consulted to review the policy. At that time, it was noted that the policy revision would improve compliance with regulations related to federal student aid, including Pell grants. While the eligibility criteria regarding Pell do not specifically

address combined programs, the guidance that we have received is that federal aid (including Pell) differs between aid for undergraduate degrees and graduate degrees. Undergraduate need-based aid is awarded to support the attainment of the undergraduate degree. This would include using a Pell Grant, for example, to pay for the graduate credit hours that can double-count toward the UG degree, but using a Pell Grant to take graduate courses beyond that is less clear. Extending time as an undergraduate student in order to use UG aid to earn a GR degree, however, appears to be contrary to the eligibility criteria for some federal aid programs. Regarding the attractiveness of Miami to Pell-eligible students, we agree that this is a worthy goal. The percentage of Pell-eligible students at Miami has remained largely consistent at 11% for the past 10 years. The highest percentage of Pell-eligible students in that period was in 2013 (16%, N=2341) and the years since have been approximately 1900 students per year. This suggests that our growth in combined programs has not led to an increase in the number or proportion of Pell-eligible students at Miami. (2) Miami-funded scholarships, however, are more flexible. The proposed policy revision will not change or alter this practice in any way. Students who are in combined programs and receive merit-based scholarships such as the Redhawk Excellence, Bridges, Presidential Fellows, etc. receive these awards for up to 8 semesters. In a combined program, this can include semesters as either an undergraduate or a graduate student. Overall, the design of combined programs would still benefit from the affordances of need-based and merit-based aid programs. Additionally, the availability of resident tuition rates for graduate programs to non-resident domestic undergraduates offers an advantage to some.

5. Senator: Say that I want to graduate in 4 years and I have a Merit Aid Packet and Financial Aid Packet for a combined program. From my understanding, I would need to graduate after 7 semesters with my undergrad and the eighth semester as a graduate. My merit package would go for all 8 semesters, but my financial packet would only go to seven. Is there a reason for that difference? (A) That would really depend on the programs that you are combining. We don't control the federal aid package, we are bound by those limits, we do control the merit aid so I would say that our administration has supported keeping that available to offer an advantage because it is within our power to do so.

6. **New Business**

- a. SR 25-XX Dissolution of Council on Diversity and Inclusion, Rosemary Pennington, Chair and Professor of Media, Journalism, and Film - ***Presentation only; Discussion and Anticipated Vote on May 05, 2025***

i. Dissolution of Council on Diversity and Inclusion

1. **Whereas**, Miami University's Council on Diversity and Inclusion (CODI) serves as an advisory body to the Miami University administration and a subcommittee of University Senate;
2. **Whereas**, CODI "advocates and champions diversity and inclusion efforts that prioritize our commitment to the core values of love and honor, respect and inclusion";
3. **Whereas**, Ohio Senate Bill 1, signed into law by Governor Mike DeWine, calls for the closure of offices, departments, or programs at the state's universities focused on diversity, equity, and inclusion;
4. **Therefore, be it resolved**, the University Senate dissolves the Council on Diversity and Inclusion, effective April 28, 2025; and
5. **Resolved**, Senate urges the Miami University administration to continue the work of our mission to "foster a diverse, inclusive, and welcoming community where each individual is valued, respected, and appreciated."

ii. Senator Question and Comments

1. Senator: What happens if we don't vote to kill this?(A) It lives I guess unless the BOT decides to do it themselves.
2. Senator: Can we change the name of the committee?(A) We can not, the mission of the body is problematic under SB1.
3. Senator: Can you briefly make a comment about the progress it has been making?(A) We have been having discussions for the past two years about what the future of CODI would be, period and it was just restructured a few years ago to make it a bit more robust and that was before this office of OTIE. It has been an ongoing conversation, about how that council would interface with that office. It has been an ongoing conversation about trying to figure out its place here at the institution. It is very possible that this body was limited on time given the way that this institution has structured itself.
4. Senator: Its vision states " Cultivate a campus community that inspires acceptance, inclusion, and mutual respect." What body on campus could do that work?(A) I do not know. I think that maybe a question to discuss at a senate retreat to sit down and discuss that would meet the letter of SB1 and attempt to do some of this work of CODI. SB1 goes into effect June 26. We can leave it on the books and then the BOT would have to step in I believe in this situation. I would like us to think about if there is another body that we could create to do some of this work.

5. Senator: I plan to vote against this. If the BOT has to dismantle because of a law, they have to do that, but there is no reason for us not to stick up for this.
6. Senator: What is the impact regarding employment with SB1?(A) I don't know, that is outside our body, but I think Miami is fighting to find places for those folks but we don't know the status of that.
7. Presenter: I want to make it clear we were not asked to do this. I did this as the former co-chair of this committee and with the realization of the environment that we exist in, while also trying to figure out if there are other ways in trying to do this work. Thinking about the body itself as it has been frozen for the past 2 years, we should have probably sunsetted this committee before now, and now is probably a good time to do so. I do respect people if they don't feel the same.
8. Senators: Can you provide us with the pros and cons of doing it now at Senate versus BOT doing it later because their hands are forced? (A) Do we want to hand the BOT that control of another committee that they are going to kill. Coming out of CVA had to be sunset and coming out of SB1 other committees were having to be closed. For me the question is Do we want to give that power to the board in relation to this or do we want to make the decision to close it ourselves?
9. Senators: Since OTIE has been dissolved does that resolve the problem of this council relations to them? Does this perhaps have an even more important reason to exist? (A) Not in its current state, as it can't be a council of inclusion and we would have to look at the mission but the work is needed.
10. Senator: The CVA and SB1 are separable in this context. I would say instead of giving the power to the BOT that we compile the board to get involved. That they have to do it, as that is a different way of framing it.
11. Senator: Just a comment the University of Toledo dissolved its religious department citing SB1 and there will be a tremendous number of students on that campus with religious identities much as we have here. The state mandated a combating religious discrimination task force that used to be housed in OTIE, so that committee is going to have to have a place to report. So just for the sake of religious freedom the work of a council like this will have to continue in some form.
12. Senator: What happens if this stays open and becomes active? (A) We could look at it during a Senate retreat and its charge in the environment that we are in and how its work changes because of that.
13. Senator: We only have a certain amount of power. That the BOT makes all final decisions and that we are in an adviser role, but we do have some power. This is a committee of the senate and it is not THRIVE, but it is worth fighting for and to have a voice to say what we think about it.

14. Senator: Regardless of what we do at any time we can create any committee that we want and make it what we want to make it.
15. Senator: Is it more important that we stand up or are we better off developing another committee? If we stand up, are we creating a target on the Senate? We need to look at how we can best move forward around the values we hold. We need to look at the long term outcome of the decision and how we can best do the work in the strongest way moving forward.
16. Senator: By simply dissolving this it doesn't prevent us from creating a new one. It is not a this or that. We can have both.
17. Senator: I think there is always some risk, but they are not mutually excluding things like this.
18. Senator: Are you comfortable presenting this to the BOT if we vote no
(A) I am more than comfortable to present this to the BOT and explaining the No vote
19. Senator: Our hand is forced as it is going away one way or another. We are playing politics, when we really need to go back to our constituents to the best that we can and see how much or little they want us to do as compiled politicians at this moment. We need to represent the faculty, not just the Senate.
20. Senator: This allows it to be documented on file that the Senate urges the administration to continue this work and it puts that back out to the administration that Senate believes that this is important. That also comes out in the way that you wrote this, my hats off to you for that.
21. Presenter: I just want to make this clear that the BOT has not said anything about this but it is the writing on the wall. With diversity and inclusion being in trouble and people being told to be careful on how their courses are being described, this does feel like a giant target as a senator said. However, if the Senate votes to hold that is fine, as I am deeply committed to this work. I am just trying to think problematically about what matters to the institution and be safe in doing that work. All of us are doing work that looks pretty dangerous in this environment and I think everyone in this room is committed to Miami being a welcoming and open environment. It is a matter of us wanting to say No BOT/ truly the state that we are holding onto this thing, or do want to try and figure out a way to still do what the thing was trying to do without drawing an eye to us.
22. Senator: Thank you for bringing this up. We know what the outcome is going to be ultimately, but it is good to start thinking now about how to shapeshift and transform to integrate this into all the work that we do. As the work is never going to die it is a matter of shapeshifting in how we do it.

7. Provost Update

a. SB1 Questions received from Senators:

- i. You mentioned that SB1 is very clear about faculty having academic freedom, which will help protect them from the language around "controversial" topics. What about non-faculty who teach classes? Staff, graduate students, etc. Are they considered to have academic freedom as well, and would they be protected in the same way? (A) Everyone has academic freedom and I would not worry about that.
- ii. You gave us some information about changes for next AY. Since SB1 will officially become law (June 26, I believe is the date you provided), will this affect summer classes - particularly the 2nd half of summer, which starts on June 30? (A) It does become law June 26. I don't see any impact for summer but student evaluations may change. We don't have those questions from the chancellors. He thinks they will come in August so it won't hit summer session 2.
- iii. We received a lot of questions regarding protections for Faculty. I encourage each of you to review
 1. Procedures for Addressing and Recording Student Complaints: Please visit the following Miami Webpage on the process we have put in place for addressing and recording student complaints.
 - a. <https://miamioh.edu/policy-library/governance/campus-free-speech.html>
 - b. Call your attention to bullet point 9 = The primary responsibility of faculty is to engage an honest, courageous, and persistent effort to search out and communicate the truth that lies in the areas of their competence.
 - i. Questions that we received that would be covered under this webpage:
 1. How is the university going to set up a fair system for students to report errors that also protects faculty from egregious complaints?
 2. Will faculty be asked to change the names or content of courses, particularly if they address DEI topics?
 3. Does this law require revisions to the new workload policy?
 4. Who will be developing the new annual performance evaluation process?

8. Executive Session - Vote to go into Executive Session (Results: 47-Yes, 00-No, 00-Abstain)

a. Election of Senate Executive Committee Members

9. Adjournment