

Executive Committee (XC) Report to the University of Louisville Faculty Senate

May 7, 2025

Meeting(s) Report

The faculty senate executive committee met twice in April (Wednesday, 04.16 and 04.23) during our regularly scheduled meeting time from 3:00-5:00 PM. The meeting minutes from March 19 and 26, 2025, were unanimously approved at the meeting. The executive committee and standing committee reports were presented as information. Details are recorded in the meeting minutes.

Discussion & Guest Reports (April 16, 2025):

1. Faculty Senate Bylaws. Andrew Winters (Senator, Kent), chair of the Redbook and Bylaws Committee proposed changes to update language and correct misspellings in the faculty senate bylaws. The XC recommended the changes be presented at the next Faculty Senate meeting on May 7, 2025.
2. Election Update. Amy Acklin (Senator, Music), chair of the Committee on Committees & Credentials, presented the election ballot as of April 16, 2025. Various seats were still open for candidates, including the need for at least two candidates for faculty senate chair and vice chair. Communication strategies were discussed. Sherri Wallace, XC chair and faculty senate vice chair, volunteered to draft the document, "Faculty Senate Chair and Vice Chair Duties and Meeting Schedules" (with input from Eugene Mueller, faculty senate chair), to distribute with a call to senators for more candidates.
3. Faculty Senate - ULAA Cap Eligibility 2.0. Krista Wallace-Boaz, the UofL Athletics Association Faculty Academic Representative, requested that the faculty senate 2.0 rule (written in the 1980s) be dissolved and substituted with the NCAA Bylaws that define eligibility standards and follow best practices. The ULAA Committee on Academic Performance found the existing FS 2.0 rule invalid.

Discussion & Guest Reports (April 23, 2025):

1. AAUP Resolution. Michael Cunningham, AAUP Representative, requested endorsement of the concepts outlined in the "[Special Report of the Rules Committee Concerning the Resolution to Establish Mutual Academic Defense Compacts in Defense of Academic Freedom, Free Expression, Institutional Integrity, and the Research Enterprise](#)," being endorsed by faculty senates at various institutions (URL links to the Rutgers University version). Sherri Wallace, XC Chair and FS Vice Chair, recommended that Cunningham draft a UofL version to bring before the Faculty Senate for consideration. After some discussion on who has signatory authority, the reward/risk ratio, and process for accountability, it was suggested by members of the executive committee that the Eugene Mueller, Faculty Senate Chair, ask President Bradley to consider endorsement of the American Association of Colleges and Universities (AAC&U) and the American Academy of Arts & Sciences statement, "[A Call for Constructive Engagement](#)," that has been signed by over 400 university/college presidents and educational leaders across the country. **Full statement is below** [<https://www.aacu.org/newsroom/a-call-for-constructive-engagement>]:

This statement was developed in collaboration with university and college presidents and other educational leaders across the country, after national meetings convened by the American Association of Colleges and Universities (AAC&U) and the American Academy of Arts & Sciences.

As leaders of America's colleges, universities, and scholarly societies, we speak with one voice against the unprecedented government overreach and political interference now endangering American higher education. We are open to constructive reform and do not oppose legitimate government oversight. However, we must

oppose undue government intrusion in the lives of those who learn, live, and work on our campuses. We will always seek effective and fair financial practices, but we must reject the coercive use of public research funding.

America's system of higher learning is as varied as the goals and dreams of the students it serves. It includes research universities and community colleges; comprehensive universities and liberal arts colleges; public institutions and private ones; freestanding and multi-site campuses. Some institutions are designed for all students, and others are dedicated to serving particular groups. Yet, American institutions of higher learning have in common the essential freedom to determine, on academic grounds, whom to admit and what is taught, how, and by whom. Our colleges and universities share a commitment to serve as centers of open inquiry where, in their pursuit of truth, faculty, students, and staff are free to exchange ideas and opinions across a full range of viewpoints without fear of retribution, censorship, or deportation.

Because of these freedoms, American institutions of higher learning are essential to American prosperity and serve as productive partners with government in promoting the common good. Colleges and universities are engines of opportunity and mobility, anchor institutions that contribute to economic and cultural vitality regionally and in our local communities. They foster creativity and innovation, provide human resources to meet the fast-changing demands of our dynamic workforce, and are themselves major employers. They nurture the scholarly pursuits that ensure America's leadership in research, and many provide healthcare and other essential services. Most fundamentally, America's colleges and universities prepare an educated citizenry to sustain our democracy.

The price of abridging the defining freedoms of American higher education will be paid by our students and our society. On behalf of our current and future students, and all who work at and benefit from our institutions, we call for constructive engagement that improves our institutions and serves our republic.

End of Report.

Respectfully submitted,

Dr. Sherri L. Wallace, Vice Chair