

Faculty Senate Agenda

Monday, November 30, 2020

4:00-5:30p

Present: Melissa Anderson, Amy Belcastro, Jeremy Carlton, Enrique Chacón (rep. Marianne Golding), Paul Condon, Brian Fedorek, Paul French, Andrew Gay, Justin Harmon, Laurie Kurutz, Merrilyne Lundahl, Brendan McMahon, Matt Moreali, Jesse Longhurst, Tiffany Morey, Anna Oliveri, Michael Parker, Aprille Phillips, Mark Siders, Ellen Siem, Michael Stanfill, Chad Thatcher, Precious Yamaguchi, Kemble Yates

Absent: No one.

Guests: Leslie Eldridge, Sherry Ettlich, Sarah Grulikowski, Karen Mager, Scott Maguffin, Pavlina McGrady, Katie Pittman, Alena Ruggerio, Linda Schott, Vincent Smith, Matt Stillman, Jamie Trammell, Jamie Vener, Sue Walsh, Jody Waters

Meeting called to order at: 4:00 pm.

1. 4:00p Approval of Minutes from 11/16

Motion & Vote:

Kurutz moved to approve the minutes, and Fedorek seconded. **Motion passed.**

2. 4:05p President's Report – Linda Schott

Report:

- Local Tragedy
 - President Schott acknowledged the tragic death of a person of color in Ashland.
 - SOU will send messages to campus expressing frustration and anger.
 - Though the tragedy did not occur on campus, acts such as these make people of color in our own community feel unsafe.
- Governor's Budget
 - Tomorrow (12/1), the governor will release a recommended budget for next year.
 - The good news is that it will not recommend cuts to higher education, which has happened during past recessions.
 - The bad news is that it will not recommend increases to higher education but, rather, flat funding. This is essentially a cut because costs increase. SOU will provide more information as it becomes available.
 - This is just the initial statement of the governor's recommended budget, and it will next go to the legislature. There will be a lot of time for lobbying, and this will be a long process. We probably will not know anything definite until sometime next summer.
 - President Schott expressed a hope that there will be a united front among everyone associated with SOU and higher education in Oregon to increase the funding that goes to higher ed.
- Finance Webinar
 - The finance webinar has been postponed for next week (12/8) in hopes that we will have more information from the federal government.
 - A federal relief bill might be passed alongside a continuing resolution that will keep the government funded. What would be in the relief bill is unknown.

- As President Schott told the Presidential Task Force today, we are trying to make the very best decisions we can for the institution, and we want to wait until we have as much information as possible.
- President Schott acknowledged that classified and administrative employees are eager to know what will happen with the furloughs. Postponing the webinar will give us the latest information, which may allow us to address the furloughs.
- If a relief bill is not passed in the immediate future, it will likely happen after Biden is inaugurated. Once we know the contents of the relief package, we might be able to end or renegotiate a new version of the furloughs.
- We are still facing a deficit of about \$1.7 million, and we have a plan to get us through most, but not all, of that yet. Stay tuned.
- Encourage your colleagues to join in for the finance webinar; it's in everyone's best interest to understand what is being done, to be familiar with the numbers, and to be able to ask questions.

Discussion:

Grulikowski asked if the webinar is for faculty and staff only, and President Schott responded that it is usually pitched for faculty but that she would be willing (and would follow up with VP Perkinson) to create something separate that would be pitched for students.

3. 4:10p Provost's Report – Sue Walsh

Report:

- Winter and Spring Terms
 - Many people are likely wondering about the upcoming decisions that will be made regarding Winter and Spring terms.
 - This will likely be on the agenda for tomorrow's (12/1) statewide Provost Council meeting, which will give the chance for the provosts to see what each other's institutions are doing.
 - President Schott, the other vice presidents, and members of the leadership in the divisions are also thinking about this, and there will be updates.
- New Student Evaluations
 - At the last chairs and directors meeting before the break, the new student course evaluations were discussed.
 - Anderson attended the meeting, and she and Waters gave a presentation. Anderson presented the context and history while Waters presented the new delivery method through AI.
 - We have new questions and a new process that should be reasonably simple. Division directors and chairs will give more information regarding how this will move forward.
 - Provost Walsh thanked Anderson for leading the way in this effort and in its task force.

Discussion:

Waters shared that the survey launched this afternoon at 2:15 pm and at the moment, about 2 hours after its launch, there is a 2.4% completion rate.

4. 4:15p Advisory Council Report – Chair-Elect Melissa Anderson

Report:

Anderson stated that AC met on the Friday before Thanksgiving.

- Pass/No Pass Policy
 - We have been talking about the pass/no pass policy for a while because of the changes we made for Spring and Fall. It is on the agenda for today.
- Curriculum Committee
 - The Curriculum Committee has proposals to introduce. We will not be waiving the 2-week rule because we want everyone to have time to look over the materials.
- Finals Week
 - AC has been having discussions about finals week, including finals for last spring, this fall, this winter, and this coming spring.
 - There are 2 separate issues that have come up.
 - Some students have talked about problems and the associated stress that occur when their finals are clumped together in a day.
 - There is a question regarding what we do about finals when there is a disruption to the normal schedule of things like from events such as floods, COVID, and furloughs.
 - We will likely need to talk about both of these issues at some point.
 - Today, we are just opening the discussion about the disrupted schedule problem. We don't have any kind of consensus about how to handle this, and we want to start talking about it so that we can be ready for Spring term.
- EDI Statement
 - Anderson stated that she believes the discussion about an EDI statement from Faculty Senate began in summer; the discussion became complicated and was postponed.
 - Since then, the APSOU, SEIU, and the student senate have completed their statements, so we want to begin talking more about that.
- Gen Ed Subcommittees
 - AC discussed the Gen Ed subcommittees that were considered at the last Senate meeting.
- Birthday Wishes
 - The AC members all wished Gay a happy birthday, with music, as AC met on his birthday. The meeting was at 4 pm on a Friday.

Discussion:

Yates wished Gay a happy birthday again and stated that Gay came prepared.

Yates then expressed a thank you for Patrick Stubbins in the Provost Office and Caitlin Richardson, the Student Senate Assistant, for making significant progress on updating the bylaws. The updates are taking place in 2 steps, as some bylaws changes have a substantial effect in clarifying the path to promotion and tenure for professional track faculty. In addition, the new teaching evaluations have bylaws implications. As Yates understands, the important parts for faculty and faculty evaluation have been updated, and these changes have all been incorporated on the Senate webpage. They are still working on older bylaw changes.

5. 4:20p ASSOU President's Report – Sarah Grulikowski

Report:

- All-ASSOU Issues
 - ASSOU will be finalizing its All-ASSOU issues this week. More information on the selected project(s) will be available soon.
- Tuition Advisory Council
 - Grulikowski has been asked to help identify student representatives for the Tuition Advisory Council and continues to make regular announcements about these opportunities at ASSOU meetings.
 - In particular, ASSOU is struggling to recruit students from historically underrepresented groups.
 - If any faculty are aware of students who may be interested in serving, please encourage them to get involved. Contact Grulikowski at assoupresident@sou.edu for more information.
- Student Fee Committees
 - Students are urgently needed on ASSOU's Student Fee Budget Committee and Student Fee Allocation Committee.
 - If any faculty are aware of students who are interested in the cost of education, this is a great way for them to directly influence the cost of their fees and where this money is spent. The link to apply is posted on ASSOU's insideSOU website and Grulikowski can also send it to anyone who requests it.
- EDI Statement
 - The Equity, Diversity, and Inclusion support letter written by ASSOU in partnership with APSOU and SEIU has officially been sent out.
- Finals Week Concerns and P/NP
 - Grulikowski has been a part of a few meetings about Finals Week concerns for Winter and Spring and has met with my colleagues at WOU and EOU.
 - The WOU student government/student body has been working to bring back P/NP flexibility.
- Daily Health Check
 - Grulikowski continues to remind our student leaders to fill out the student daily health check on insideSOU, and she encouraged faculty to send reminders out as well.

Discussion:

Yates asked Grulikowski if she had the sense that students would be in favor of continuing the P/NP policy. Grulikowski replied yes, that she did have that sense. She clarified that she brought up WOU's effort to bring back P/NP because she had heard, through a couple of her contacts, that SOU might be the only institution in the state not continuing P/NP.

President Schott added that the Board of Trustees will soon need a new student appointment to the Board of Trustees. It is a 2-year term, and they would like a student who is at the end of their sophomore year to be appointed. She asked faculty to think of students who might be good candidates for the position and emphasized that it is in our interest to have an effective student trustee. Interested students can contact Sabrina Prud'homme to obtain more information about how to apply and the current student trustee, Dylan Loverro, for more information about the position.

Yates asked if the current student trustee position ends in June and whether the appointment would effectively begin this summer. Schott confirmed this and stated that, because the appointment must be approved by the legislature, which can take time, we want to start the process early so as to avoid a gap in student representation on the Board.

6. 4:25p Extension of Covid-19 P/NP Policy (Discussion/Possible Vote) – Academic Policies Committee

Summary:

Ruggerio, this year's chair of the Academic Policy Committee, presented the summary. The APC recommends (1) extending the COVID P/NP policy through Winter term and (2) ending the special P/NP policy at the end of Winter term to return to normal P/NP policy for Spring 2021.

(1) Extending the COVID P/NP Policy through Winter Term

The APC spoke in front of ASSOU and the student leaders were vocal in expressing their support of extending the policy through winter term for several reasons. For one, exigencies that led us to pass a special P/NP policy have not improved and may have even worsened due to increasing infection rates of the virus as well as the collective trauma of the wildfires. The exigencies include faculty and, specifically, student conditions in terms of jobs, access to technology, and childcare. In addition, there was no indication, prior to registration, that the policy would change, meaning that students have registered for Winter term courses assuming that the special policy would be available.

Advising Note

If Senate votes to continue the special P/NP policy through winter term, faculty will need to continue advising students about the consequences of taking courses P/NP. Some job and graduate school applications require letter grades rather than a P/NP. The ASSOU students shared that they have been receiving that advising and communication if they do choose to take a course P/NP, so they have made the choice with their eyes wide open to the consequences. This advising will need to continue.

(2) Returning to the Normal P/NP Policy in Spring 2021

We want to be as consistent as possible with the other public institutions in Oregon, most of whom have already ended their P/NP time. One reason to remain consistent is to avoid complications with transferring students in and out of SOU. In addition, this body has already expressed faculty concerns about grading in a P/NP environment.

Concern: Timing Less Vocal Students

Waters reiterated that it would be difficult to pivot at this point in Fall term. She added that the students, who were very pleased to speak with APC, were a small and relatively engaged group that is connected with their academic experience. She shared a concern about the students for whom various circumstances might keep them from being as engaged or informed.

Extra Information: Committee's Decision and Policy Updates

Waters stated that the committee was relatively unanimous and quite thoughtful in the recommendation. They look forward to altering the language of the policy itself to create additional statements that will allow for such exigencies as these to be addressed.

Discussion:

Yates clarified that, normally, students can take only one P/NP course per term and that some courses cannot be taken as P/NP to meet major or other program requirements. The special (COVID) P/NP policy removes both constraints, allowing students to take as many P/NP courses per term as they would like and allowing students to take (and count) courses that are required for their major/program as P/NP rather than as letter-graded. Stillman agreed that those are the biggest couple of main points of the special P/NP policy. Yates continued that approving APC's recommendation would continue this special policy until the end of Winter term, and, by default, the special policy would terminate and we would revert to the regular catalog policy.

Gay asked how extensively much the policy is being used by students and for courses, particularly for major courses. Stillman replied that he has not yet analyzed the data at the major level. He added that hundreds of students per term are using the policy, and that the use is widespread, in every imaginable combination: some students are using it just for one additional class, and others are using it writ large.

Thatcher asked whether special steps need to be taken to work around DegreeWorks degree requirements, and Stillman replied that no special petitions, waivers, or steps would need to be taken, as they have "tricked" DegreeWorks to count P/NP courses that would not normally count toward degree requirements. Waters added that in many cases faculty do not know which students are taking their classes as P/NP and that, last Spring, faculty were given the ability to request that information by running a report. Waters said that she is uncertain as to the extent to which faculty have run these reports.

Thatcher asked if he could offer the P/NP to a student struggling in a course, even after they had already registered for a course. Stillman replied that, yes, the student would simply need to submit a form to change their grading option to P/NP.

Yates added, on a separate note, that Senate extended the time frame during which a student could change their grading option to P/NP, giving them the chance to make the change for a limited period after the course had ended. Waters affirmed that statement, indicating that the increased timeframe was a permanent policy change.

Siders shared that P/NP rates doubled from about 6% in Spring 2019 to about 12% in Spring 2020. He has not yet compared Fall term data. He then asked if graduate students could take courses as P/NP as well. Waters responded that there isn't really a way for graduate students to receive a P/NP grade and be able to complete their requirements. In some cases, this is due to external accreditation and in other cases it's due to entrenched academic policy. She added that there didn't seem to be demand for this from graduate students and that there was no interest among the graduate faculty in giving their students that option.

Fedorek stated that he is usually on record for being opposed to P/NP but that it seemed as though COVID is not likely to go away in Spring. He asked whether we could avoid

this discussion again in March by extending the special P/NP policy through the entire academic year. Waters replied that there are many different perspectives on this suggestion, and that it has been discussed a lot. She added that at the end of Winter term, the special P/NP policy will have been in effect for a full academic year. Once this extends into a second academic year, the number of credit hours that are affected by the policy and the impact on students becomes more significant. This has been part of the discussion at other institutions as well. She indicated that, compared to last spring, we are less in a crisis mode and might, therefore, be able to take less extraordinary measures.

Parker reiterated the need for advisors to advise students carefully. He discovered that 2 pre-professional students with decent GPAs, one pre-medicine and the other pre-vet medicine, had taken courses that are required for their majors and required prerequisites for their professional programs as P/NP. Parker added that the students, if they apply to their intended professional programs, would be denied but not know that the P/NP grades were the reason. Stillman stated that this is a perfect example of a scenario where he would administratively make an exemption for a student. He gave another example – if a student took a course P/NP and had a legitimate exigent scenario where a letter grade would be significantly beneficial, he would make an exception for that student and grant them the letter grad. He said he would need to, of course, know that this is the case and expects to see a few such situations down the road.

Motion & Vote:

Fedorek moved to waive the 2-week rule to allow a vote on the recommended policy, and Thatcher seconded. **Motion passed** unanimously.

Motion:

Oliveri moved to approve the policy recommendation as presented by the Academic Policy Committee, and Kurutz seconded.

Discussion:

Fedorek suggested removing the portion of the recommendation that indicates a return to the normal P/NP policy at the beginning of Spring 2021. Yates pointed out that the recommendation currently states that the special P/NP would extend only through Winter 2021. Oliveri gave support for the original wording because it clarifies that after Winter 2021, the normal P/NP policy would apply. Fedorek expressed concern that Senate might need to revisit this again in a few months, and Oliveri stated that the plan is to not revisit it in Senate. Waters added that APC will be writing language into the existing permanent policy, hopefully with the first couple of weeks in Winter term, to empower Senate and/or the Provost, or whoever else, to enact a change to regular operations with specific reference to this matter in the event of an exigent extraordinary circumstance that might make it beneficial to the students, the faculty, and the institution.

Gay prefaced his question by stating that he generally does not believe in grades and giving context for the initial impetus for the special P/NP policy. Gay then requested the compelling argument to continue the special P/NP policy in Winter but not in Spring. Ruggerio stated that ASSOU was unanimous in extending the special P/NP policy through Winter term, and they understood that the discussion was to extend the policy through Winter but not through Spring. Ruggerio stated that she personally believed they were striking a compromise to extend the policy another term while giving students notice regarding when the policy would change.

Yates added that we still don't know exactly how Spring will be and asked that any requests to extend the special P/NP policy into Spring come to Senate before pre-registration begins.

Vote:

Motion passed with 1 abstention from Yates.

7. 4:50p New Programs and Courses (Discussion) – Curriculum Committee

Summary:

Stanfill presented a summary of the changes approved by the Curriculum Committee this term. Computer Science proposed a new certificate in cybersecurity as well as a couple of new courses. Environmental Science & Policy proposed a new major and minor in sustainability, new courses in sustainability, and a certificate in geospatial science. Health and Physical Education proposed a new minor in health and physical education teacher education in addition to a new course.

Yates reminded everyone that the Senate typically votes on new programs and new courses, and that the vote would take place at the first Senate meeting in Winter.

Discussion:

Longhurst commented that the phrase *teacher education* implies that students are being taught to teach teachers. Vener replied that the minor packages 9 courses that the HPE faculty have been advising students who are interested in entering the MAT program to take. Of the courses, 7 are required to obtain a teaching endorsement for health and PE at the K12 level. The minor thus cleans up the advising and gives students the option for a minor. Longhurst suggested that the minor be called *health and physical education teaching minor* rather than *teacher education minor*. Vener said that the HPE program was attempting to be consistent with the HETE and PETE programs across the nation at the undergraduate level, but that HPE would be happy to make that change. She also requested that Longhurst email the correct language to HPE.

Gay asked Smith if he was aware of research showing that the sustainability options might attract a fair number of students. Smith mentioned that SOU would not be the first Oregon institution with a new sustainability major, adding that WOU just added a sustainability program. SOU's sustainability major is designed to attract students who are interested in business and sustainability. Students who will work in federal and state agencies would probably prefer to take an environmental science and policy major, but the new major will be attractive to students who are interested in addressing environmental issues through nonprofits or for businesses. Smith expects that the sustainability major will detract some students from majoring in ESP but that, together, both degrees will attract more students. He added that recent course additions in both ESP and Business have made this major possible.

Thatcher expressed support for the sustainability options, indicating that OAL students might minor in or double major with sustainability, as it is a hot issue in the OAL industry.

Gay asked Ettlich if the CS certificate in cybersecurity would be new in Oregon or if it would face competition from, for example, OIT. Ettlich replied that several other institutions have begun offering a cybersecurity major that is composed of a fraction of CS courses and a significant number of business courses, particularly OIT. She

explained that SOU was looking to do something different, and the certificate could provide a way for students from a number of disciplines to obtain a security emphasis that would add to their resumes. She added that it might be especially attractive to students who are somewhat computer oriented, such as EMDA majors, and people who are currently working professionals who would like to raise their profile to become more security oriented.

Fedorek asked whether the sustainability major would have a chair, citing a recent example from the healthcare administration major. Walsh responded that the healthcare administration was highly interdisciplinary, but that the sustainability major is likely less interdisciplinary. She continued, saying that digital cinema was on the other extreme, as Gay stepped in as the chair of a program within a program. Smith replied, stating that his general sense is that the major would not need a second chair for the second major.

Yates suggested that a default might be to treat this as two options of majors within ESP, in the hope that the chair of ESP would administer the new major. Walsh agreed, clarifying that the expanded role might require greater course release to manage the program. Yates summarized that, with the provisions in the union contract for the amount of release for the administration of a program, if the new major leads to extended duties, the ESP chair might just have more release, but in the event that the sustainability major grew large enough, it might need a second chair. Walsh again agreed, stating that there should be a clear conversation about this. Fedorek indicated that the role might involve a lot of work regarding scheduling for students, suggesting a coordinator role might be helpful. He indicated that the Sustainability and ESP majors might have a parallel to History and Political Science, which has one chair. Smith concurred that scheduling is always a challenge, with a number of his current major courses falling outside of ESP.

Yates requested that any other questions or concerns be sent to the Curriculum Committee or any chair or program coordinator, reminding everyone that Senate will at least entertain a vote on these proposals at the next Senate meeting.

8. 5:00p Finals Week in Shortened Terms (Discussion)

Preface:

Yates stated that for the past two quarters, and in less recent history in response to a flood, we have canceled finals and instead held a 10th instructional week. This will not be the case in Winter, as we will have a normal quarter.

The problem is in regards to how we handle scheduling when we lose a week in a term. Ultimately, we need to give advice to the administration on when, how, if, and what we do with finals week when we have a term that has been shortened by a week.

Summary:

Oliveri shared concerns from some of her constituents in STEM, stating that many courses have a comprehensive final that needs more than one hour at the end of the term. Chemistry administers standardized American Chemical Society tests that are both important for assessment and timed, making the time blocks during finals week important. It is challenging during a week without finals to find a 2-hour period of time in which all students are available. Oliveri stated that she received feedback regarding finals from a number of different directions, and students shared their concerns about

often having exams (such as biology and chemistry) on the same days during finals week, giving little time to focus on individual subjects.

Yates added that different programs use finals week for different things, with programs having different values regarding what it means to lose a week of instruction as opposed to losing the opportunity to give more comprehensive exams. He suggested that Senate offer guidance for the administration in the future when making decisions about how to handle a shortened term, and he shared that Provost Walsh said she would be happy for Senate's advice on this.

Discussion:

Spring Term Decision

Provost Walsh stated that in the last AC meeting, Oliveri made 2 issues clear. The first is the process by which the decision was made for Spring. Walsh stated that she brought the question to AC, where there was agreement that there was probably only one way to move forward.

Fall Term Decision

Provost Walsh then said that she could use help with the second issue, giving the following context. The faculty furlough days were negotiated over the summer, but there was no clear vehicle for consulting about how to deal with the furlough days. Signing the letter of agreement and moving forward with Fall planning were time-sensitive issues.

Provost Walsh stated that faculty and programs may know what they need to help their students through the struggle with finals and that perhaps there is something she could have done differently, over the summer when a decision needed to be made but there was no AC or Senate meeting available for consultation. She then offered to leave the Senate meeting if it would make a conversation about these issues easier. Yates urged her to stay and asked faculty to contact him if they felt the need for an executive session at a later date.

Oliveri said that her constituents had suggested that, since chairs still meet over the summer, perhaps this could have been discussed during the chairs and directors meeting. Provost Walsh replied that chairs do not meet during the summer.

Ettlich noted that this could be more of a STEM issue than an institutional issue. If this is the case, there might be two contributing factors: (1) A number of STEM classes meet for less than 2-hour blocks, so it is difficult to co-opt a class period for a final. (2) In many other disciplines, it may be easier to construct a meaningful term project or term paper that provides a strong synthesis of the learning across the term and that gives a kind of comprehensive evaluation. In some STEM classes, this can be difficult because it may not capture the breadth of what faculty would like to see synthesized across the term. Ettlich said that she would like to know if this is a STEM issue, as that is something that the division itself can find a solution to, as opposed to something that might have a larger institutional consequence.

Parker argued that the issue is not STEM-wide. Biology discussed how they were doing assessment and evaluations, and their faculty have been very creative in how they assess the students' learning over the term so that they don't have to have the rigid adherence to a 2-hour block of time. Instead, they are spreading the assessment out over the term, using the last week creatively, and appreciating the flexibility, knowing

ahead of time that there will be a shortened term. This is especially true for research-intensive capstone courses. Parker stated that one or two of his colleagues might argue with this, but the overall sense is that, for biology, being able to be creative and flexible is more important than having a rigid final schedule.

Thatcher asked how the decision was made to have an 11-week Winter term rather than an 11-week Spring term. In OAL, spring immersion is held in Spring term, and losing an entire week is significant, especially when scheduling weeks in advance. OAL would have preferred having 11 weeks in Spring and 10 weeks in Winter. Yates replied that the Union negotiated those details, and there was a preference for adding a week to Spring Break. Thatcher replied that another week of Spring Break could have been achieved by starting the break earlier rather than adding it to the end.

Thatcher asked if having had the extra week would have helped Chemistry in Spring, and Oliveri replied that it would have. She added that one reason that Chemistry is running into this issue with a lost finals block is that Chemistry uses data from standardized tests for their assessment reports, so it is important to Chemistry because it plays a large role in assessing both their program and their students. She indicated that if having a 2-hour finals block is not an option, Chemistry will do something else.

Yates asked the senators to talk to their constituents about the guidance that the faculty can give the administration regarding how to deal with scheduling, in general, and particularly when we lose weeks in the term. What things do we want our administration to consider as they set up our academic schedule?

9. 5:20p General Education Task Force (Brief Update)

Summary:

Gay uploaded a document that shows the current subcommittees and members to the Faculty Senate Drive. Most people got their first choice of subcommittee, only a couple got their second choice.

They are still a little concerned about the lack of representation on the Inquiry & Analysis (IA) subcommittee. The original aim of the subcommittees was not necessarily that each would have representation from all divisions, but they really did want someone from each division on the IA subcommittee. There is not yet representation from OCA or Social Sciences on the IA subcommittee. If anyone sees that their program is not represented, please email the task force about their willingness to volunteer or recommend someone. The task force can still add people, but this is the current state of the subcommittees.

The task force will be sending out invitations to get the meetings started.

Yates asked whether the subcommittees will be expected to deliver their work to the task force by the end of February. Gay said yes and specified that the subcommittees will be expected to report back to the task force by February 26. The task force will then bring forward a proposal with the final capacity recommendations to Senate at the end of Winter or beginning of Spring.

Gay continued that task force has created a "charging document / worksheet template" that the task force will give to each of the subcommittees to make what is needed from

the subcommittees clear. Once the subcommittees have filled out the template, their work will be complete.

The task force is open to receiving more feedback from a subcommittee. For example, a subcommittee might come back with a proposal to divide one subcommittee into two capacities. Gay stated that though the task force is open to this feedback and will consider the recommendation, if received it doesn't mean that the task force will bring that to senate as a recommendation. Gay stated that the task force could see something like that happening with the IA capacity given the interest in that particular capacity.

Discussion:

Fedorek asked whether the task force is concerned that, for example, the Creativity & Innovation subcommittee has 8 people yet the Communication subcommittee only has 4. Gay replied that the original was to have 3-4 faculty per subcommittee; however, some capacities attracted more interest than others. The task force is currently not concerned about that, and that the task force will be creating a survey that will go out to the chairs that will provide feedback for each subcommittee to make sure that there is another round of input from each program. The survey will ask, for example, information that might be important for each capacity's subcommittee members to know about a particular program. This will give each subcommittee a lot of feedback to consider. Gay stated that smaller subcommittees might be more idea because they might be able to work and reach consensus more quickly. He added that it is good, however, for some to be larger as they can add more perspectives.

10. 5:25p Announcements/New Business

Kemble expressed hope that everyone's quarter ends well and hope for a much better year ahead.

Meeting adjourned at 5:28 pm.