Faculty Senate Meeting

DRAFT

Monday, December 2nd, 2019

Lumpkin Center, President’s Room

3:00 p.m. – 5:00 p.m.

In Attendance

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<td>Phillip Bryant</td>
<td>Mark McCarthy</td>
<td>Samuel Abegaz</td>
<td>Andrew Donofrio</td>
<td>David Owings</td>
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<td>Rania Hodhod</td>
<td>Saoussan Maarouf</td>
<td>Clint Barineau</td>
<td>Nicholas McMillan</td>
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<td>Lydia Ray</td>
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<td>Courtney George</td>
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<td>Neal Thomson</td>
<td>Gwendolyn Miller</td>
<td>Ryan Lynch</td>
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<td>Hyrum Carrol, Alternate</td>
<td>Jennifer Newbrey</td>
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<td>Rosa Williams</td>
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Absent w/ notification

Guihong Fang, Alternate, COLS; Joseph Girard, COA; Inathe Marini, COA; Stephanie Patterson, COA; Alicia Bryan, CoEHP;

Absent w/o notification

Alison Cook, Library

Guests in Attendance

Molly Claassen-Women’s Advisory Committee

I. Call to order- 3:00pm 0:00–1:04
II. Approval of Minutes – Nicholas McMillan
A. Motion to approve November’s meeting minutes.
   1. Yes- 18 votes. Motion passes.

III. President’s comments and announcements - Chris Markwood 1:05–11:50

A. Welcome back. We hope you had a good holiday and are ready for the final push of the semester.

B. Board of Regents Meeting
   1. We have been asked to host the Board of Regents meeting in April. This will be a great opportunity to showcase the amazing things we have going on at CSU. We will be outlining and prioritizing what we want to showcase over the next several months. Some of you may be called upon to serve on the committee getting ready for that.

C. Some institutions have been disproportionately (audio). We lost about 3 million in online tuition. One data point we discovered through research is that most people engaged in online degree programs in Georgia are enrolled in out of state universities. We pitched an idea to the Chancellor to create a model that is competitive with the out of state institutions. We’re talking about universities like Arizona State and Southern New Hampshire; Real institutions across the world. We have gotten the okay to move forward with a collaborative effort to fit online education into our current semester. We want to explore how that would work and if we could legitimately do that. Again, some of you may be asked to serve on the team to begin exploring this effort.

D. Budget
   1. We have submitted our required submission for next year’s budget. We had to submit a budget that is $1.4 million less than this year and I am proud that in submitting that budget
      a) No faculty lines were lost from the university. Some may have moved around, but we made all the lines.
      b) We have not involuntarily separated any staff members. They may be in different positions but we have retained them.
      c) We did not cut any student wages from the budgets. We did not cut any graduate assistants. Jeff Davis will elaborate.
   2. Jeff Davis- New CFO
Good afternoon. I was able to talk with some of you to some extent of our budget plans. We will lose $1.4 million in state appropriations this coming fiscal year which begins on July 1, 2020. That will be further compromised by the reduction in tuition revenue.

3. Tuition Reduction

(a) Our tuition is failing to meet expectations. We are down in the fall by about $700,000. Last year the institution realized a big downfall in the fall and rebounded nicely in the spring. We are hoping for a spring rebound this year. Right now, the worst case scenario, is a 3 million dollar total reduction next fiscal year (including state appropriations). Hopefully, we won’t reach that point but it needs to be in the mind as worst case. In perspective that is about 2.5% reduction.

(2) We have just completed our budget narrative which gets submitted to the system. In February we will have a budget hearing. We laid out 1.7 million of cuts that we will take if necessary. We need to find 3 million in budget cuts so we will continue working and looking hard at software, operating costs. Some big imperatives is we don’t want to get into faculty reductions. We do everything we can to avoid involuntary separations between the university and the staff. The hiring chill has resulted in about 40 open positions within the institution. It’s a tough job market, so the last thing we want to do is separate good employees from the institution. We think we are in a good position to not do that. A big priority is not to impact student/grad workers.

b) Question from Clint: Since no faculty lines are being cut my understanding is that the number of faculty will be the same now and after. Will there be a clear accounting of where faculty went if moved?

(1) Dr. Bordelon clarifies they are still moving through the process of moving faculty lines. Senate will be provided with listing of what lines we have and where these positions move to.


A. Welcome back from the Thanksgiving holiday. Hope it was restful.

B. Enrollment is in our control to continue to retain and attract students.
1. Jan term in particular we are looking at a 28 student increase compared to last year registration. We are at 781 for Jan term right now. Please encourage your students to enroll when meeting with them for the final exam.
2. Spring numbers returning are down by about 163 students. Please encourage your students to register for spring.
3. Undergraduate new students coming in is down by about 1 student from last year.
4. Graduate students we were up a bit from last year as of November 26. December 1st we are down returning graduate students.
5. For new graduate students we had 43 new this time last year. This semester we are at 117. That is an increase of 63%. Please encourage your students to enroll for these terms.

C. Momentum Approach Survey

1. You should have received an email from me last week. The system is working with us to look at how do we get the concept of the momentum approach across all aspects of the campus. We all mentor students as we are advising them in their classes. Students are also mentored in enrollment office, bursar's office. So we want to make sure that everyone has a sense of what we are talking about. The majority of this document deals with what are we currently doing on our campus for the momentum approach. Fill out all the questions you can. Even if you aren't familiar with some aspects of it, all feedback will be beneficial. Momentum summit we will be taking a look at the feedback and examining what we can do across the campus. If we can address the retention and recruitment budget

D. Searches

1. COS Dean- meeting with search committee tomorrow to touch base with candidate. Applications are being accepted until January 2.
2. OSP Director- we decided to go with the search firm. We were not successful in getting a viable pool of candidates. We are hoping to move forward and have a candidate in place no later than July 1. We have been working as a team to support the office of sponsored programs.

E. December 12 Graduate Ceremony it not have RSVP’d by now please do so. We have about 55 faculty attending.
F. Holiday Celebration is Thursday December 5 from 4-6 in Cunningham. Please join us if even if you can’t stay very long. Please come participate in some of the festivities. It is nice to come together as we close out the end of the semester.

G. 2020 Holiday Schedule & Closings
   1. All holidays and when students and faculty would have access to buildings.
      We are working on the 2020 schedule and should have that out this week. It will be very similar to last year. Faculty will have access to buildings every day, with the exception of Christmas day, with your ID card. Students will not have access. One recommendation is please notify campus police that you are in the building for your protection. A quick phone call will let them know as they are making their rounds at the end of the day. If something were to happen then they can get there quickly.

H. Question from Nicholas McMillian- When will the final enrollment numbers for Jan-term and Spring be in?
   1. Dr. Bordelon explains that the Jan-term numbers will be in the first week of January. That first week there are a couple of days when students can either drop or switch. Don’t have the spring census date but will get that. It’s usually 10 days into the semester.

V. Executive Officer’s comments and announcements – Clint Barineau 22:55–24:14
   A. All of our committees should be looking at having a written report to the senate. If it needs to be a verbal report please keep comments brief and to the point. If it needs to be longer we will have as much discussion as we need to. Senate committee meetings need to be open meetings. Please let me know when your committees are meeting so they can be put on the official senate calendar. Committees are under no obligation to let guests speak. I think it’s valuable to have those guests there and you may find it valuable to hear what they have to say.

VI. Old Business
   A. Faculty Senate Bylaws - Ryan Lynch 22:15–58:13
      1. As originally presented in October meeting the current bylaws are somewhat problematic. They are pretty repetitive. Referred to as faculty bylaws rather than a document which pertains only to the faculty senate. I proposed to change the bylaws to put in place faculty senate bylaws. The current faculty
bylaws include lengthy preamble which articulates things we know already (i.e., president and provost, faculty affairs). Notable changes are:

a) Removed preamble to articulate directly what the senate is and how it is supposed to function. Vast changes are not substantive they are organizational. This is to make a very clear governing document. Allows for a clear document and easily accessible.

b) Removed the definition of the president as chair of the faculty. This is all already noted in the faculty handbook.

c) Articulate the two types of committees as they exist at our university. The subcommittees and standing committees of the senate. Subcommittees need to be made up of faculty senators itself and standing committees can be made up of faculty at large.
   (1) Sub enshrined in the bylaws the committees we have currently. Budget advisory and the faculty affairs committee. We had a preliminary vote on this to extend through the end of the semester.

d) Removed the language that implied the the faculty senate was a spending authority.

e) Volunteer Policy proposal

f) We have a lot of committees but no committee for this. The Volunteer policy was a good example of this. Written in the executive of the senate to create an ad hoc committee. The ad hoc committee with disband once the task is complete or when the academic year ends.

g) Moved all details of standing committees from faculty handbook to faculty senate bylaws. Committees are supposed to have reporting responsibilities. WE should know immediately where the committees are and what they are doing. We will maintain a link in the faculty handbook.

h) Right now it states that you need a ⅔ vote of the entire faculty. We need the ability to amend these documents without requiring a vote from all 600 or so faculty members. I’m proposing that in the future that it only requires a ⅔ vote of the faculty senate. In the short term though, we will have to do that. We will need a vote of this body with ⅔ positive. If we get that at that point we will have to turn it over and circulate this to faculty at large and need to vote on at college meetings. That is the best opportunity we have.
(1) Tim recollects that we had to do this twice last time we went through this and recalls there being an electronic voting provision.

(a) Ryan- My understanding is that there is no restriction that the vote needs to be in person. My fear is that if we leave it to an electronic vote that we are less likely to get a quorum than if we were doing it at the college meeting.

(2) Question from Mark McCarthy: Who is counted in the faculty and does it have to be ⅔ faculty or does it include part time faculty members?

   (i) Ryan: How we define eligibility to serve in faculty senate. Anybody who is in a part time position would be ineligible because there is no service requirement for part time faculty. I think we are talking about anyone who holds the title of lecturer or more.

(3) Where is this available?

   (i) Ryan apologizes for not being more thorough with sending this out. You should be able to find a google pdf of this file.

(4) Guest is concerned about giving up a say in the bylaws. The ability to do electronically- I don’t think it’s that big of a (audio). It’s hard to get a quorum but I don’t think it would be that hard to get one electronically. I just think faculty who don’t happen to be on the senate do have a sense of ownership of these processes and would like to continue that.

   (i) Ryan agrees. Okay with making a change if we do think that this is a document that needs to be voted on by the entire faculty. Committee charges tend to change more frequently so we would have to think if we include this all in the bylaws and want the entire faculty to vote on it would make it difficult to change these.

   (ii) Could we separate this? Could we state that there are things we expect to change regularly?

(5) Mark McCarthy: It seems like you are shaping this around the bylaws of the senate, I think it’s appropriate to leave it up to the senate.
(i) Ryan feels the same way that. We are all responsible for all of our colleagues who cannot be in this room with us. We can put that to a vote as well.

(6) Guest- put that in a vote and make it electronic. That would be telling of what your chances are of getting ⅔ of the faculty to even respond to an electronic vote.

(i) Ryan agrees that there may be no better way to actually test that. If we get the vote to let the senate do it we can move forward from there.

(7) Guest- What about still having a bylaws of the faculty as a whole that would define the senate as a representative body and structure the senate and then have these bylaws but there’s aspects of the structure of the senate and the way it works that the senate can’t change by itself.

(i) Ryan states he sometimes has a clear frustration with the handbook that it’s repetitive. That’s what he is trying to avoid. I don’t think it needs to be in this separate bylaws document.

(ii) Guest- disagrees. We traditionally see the handbook as something the senate can change but the bylaws subject to the entire faculty. The idea was that the bylaws would be harder to change.

(iii) Ryan states that it seems weird to separate those two things out.

(iv) Guest is concerned that this could just make it go back and forth based on current senators and what they would do. Doesn’t want it to be the case.

(8) Clint suggests that this could be resolved. There is a natural break in E. or G. It seems that Clint agrees on the problems of getting everyone together to vote. If you took that out of there the things that matter to most people- would it be possible to make a reference in this document to another document that states the senate has the power to standing committees.
Ryan agrees but still encourages everyone to still view the bylaws/handbook because he still sees it as problematic. Would that satisfy your concerns?

Guest says yes.

Surely this isn’t the first time that the institution has tried to address these things. Have you looked at examples?

Ryan states that he has looked at other institutions. You will find that they don’t have this type of document (check audio). I tried to make it easily readable and siteable.

Ryan is talking specifically to the votes.

Statement about the approved absentee system

Ryan states that he brought this up a couple months ago in hopes he would get more feedback (in response to one man shouldn’t be responsible for this decision)

Ellen (guest) there is a provision that the faculty meets two times a year as a group.

Ryan asks how often have we been doing that?

Ellen states that we do it at the welcome back meetings and that can become that provision. The last time the faculty all voted at the meeting was 2018.

Dr Boredlon clarifies that she calls a meeting throughout the semester.

Ellen is reluctant to have the votes within the colleges. These committees of the senate are always problematic moving them into the document when we did need ⅔ vote.

Ryan asks if she would be if we separated them out?

She says yes.

Clint appreciates that Ryan is putting the effort in as someone who cringes at policies. This is a hard thing to do when it’s in a fixed documents. We can’t forget that a lot of the work that committees do are very important and impact us in significant ways. Dr. Markwook asked me to please bring up that all policies and votes have to be
signed off on by the president. Would be a good idea to bring him into the loop when we’re getting close to that state.

(19) Ryan says we’ve spent a lot of time over the year and a half articulating things. In order to make this function as best as possible we want all committees to function as smoothly as possible. I think that we’ve made a lot of really positive steps in that direction in the last year or so. I’m hoping this will allow us to start each academic year a little better prepared so we can start the meaningful work as quickly as possible.

B. Women's Advisory Committee - Molly Claassen 58:13–1:04:51

1. Mark McMarthy states that questions were about the terms
2. Courtney the term lasting indefinitely struck us as a little shocking.
   a) Molly states that having a high turnover can waste time by having to catch everyone up to date. The committee is also struggling with membership and getting people to actively participate. We don’t want to boot someone off who is in good standing.
   b) Mark suggested having renewable terms. If you set it to 2 year terms. Indefinite terms could encourage not coming back last year.
   c) Clint state a lot of committees have two / three year terms for membership.
   d) Settled on two years with renewal. “Members will be elected for renewable two year terms as long as they are in good standings and fulfilling membership engagement standing.
3. Motion to approve as changed.
   a) 18 yes
   b) Bylaws pass

VII. New Business

A. Distance Learning Committee - Mark McCarthy 1:04:52–1:12:00

1. We had our first meeting in November and I was nominated as being the chair. We also set in motion what we’re going to go over in a second. We made some changes to the bylaws.
   a) Serve two year renewable terms.
b) The members towards the end of Spring semester should express interest to continue on so we could have an idea of continuity.

c) We also elected a chair elect who will take over the next academic year. Each fall we will have an election to take over the following year. We set up what our meetings would look like as well.

d) We changed the titles of various ex-officio members to reflect their current titles.

e) I wanted to bring this forward for a vote

f) Clint clarifies that this will go into the next meeting.

g) COOL QM Grant for people to update online courses. We establish a subcommittee to examine those applications. Those are due at the end of January.

B. Committee on Committees - Mark McCarthy 1:12:01–1:16:06

1. We had our only meeting of the semester in November. We had emails back and forth. We talked about what will happen in the spring so that memberships of committees will not require a lot of summer work. Alicia has already spoken with the provost office to schedule when the survey goes up to all faculty to express interest in what committee they would like to serve on. We will provide that to committee chairs so they know who will be staying on and rotating off. And they will have a list of those who are interested. This year there was a focus on just filling empty spots on a whim instead of where people wanted to serve. Survey will hopefully be operating a bit more smoothly so we can note the committee lists in the summer before going into the next year.

2. UITS access to change the list on the website. Right now it is going through as an eQuest which is a little too slow.

3. Will be working on bylaws in the spring and bring that forward for a vote as well.

4. We’ve also been in touch with all committee chairs regarding reports so hopefully they will be signing up to get annual reports and bylaws in the next few senate meeting agendas.

5. Clint appreciates all the work. Simply populating the committees was a tremendous task.

C. Materials Policy - Tim Howard

a) Apologies for the timing on the redesign forum. It met for the first time November 19th. At that meeting we drafted groups of learning outcomes that participates thought made sense and were of value for graduates to have. We discussed why those groupings of outcomes were things that our students should know or be able to do when they graduate. We will be meeting again on December 18th. The crunch on time was to get the feedback in time to consider before coming to the meeting. 20 faculty joined this morning that should have received a link to a follow up survey. You can see the input we got from groups we’ve met with this morning. We are asking for feedback by December 11th. Some time in January the taskforce is expected to make its final recommendation. If the product is approved as proposed that the BOR will be willing to consider it. In spring 2020 the proposal is expected to go through the campus curriculum governance process in time for the June BOR meeting to be implemented in fall 2021. Hedged a little bit about the fall implementation.

b) Clint asks for insight how the core might look like two years from now.

c) Anything I can say is speculation. So I am reluctant to characterize it in a forum like this since no decisions have been made. We have redesign principles that we expect are published on the USG website. We have guidelines we are required to follow- can’t dip below 30 (?) hours. It’s a requirement that we have room for humanities and fine arts. I might have my own guess as to where it’s going to go.

d) Clint isn’t asking to speculate much. Will this come back at one point for input or is this our one shot?

e) I don’t know.

f) Clint talks about dramatic changes

g) I can’t knowingly make a statement about that. I have no idea. What’s meant to happen here is we’re supposed to think about what the student will be prepared to do and to know and to build a curriculum based on that. In the past we have predefined areas. If you look at the principles there is some of that- the well rounded principles identifies specific areas. You can look at that and get a hint of where it might go.
h) Dr. Markwook suggests pulling the principles up on the screen. The right math discussion. I would expect some serious discussion about math. I heard him talk about transfer. Students have issues transferring core curriculum from one institution to another. We’re had significant discussion on hour numbers in the course.

i) Dr. Bordelon adds the well rounded aspect and flexibility in electives.

j) Tim there needs to be enough coherence that students understand the purpose of what they’re doing. 60 associate degree. I expect a framework that can accommodate 60 hours of transfer.

k) Michael (?) whether its redesigning the core sometimes I get the impression that there are two conflicting messages. You have a message that nothing outside of your degree should be done because of financial aid. But then we have a message that we are focusing on flexibility.

(1) Tim says if you have a program of study contained within 120 hours and a student takes a course that can fit within that somehow then financial aid will cover it. The issue is when students don’t have any room and are taking something that is not clearing related to the degree.

(2) I was hoping to get some clarification and feedback on the meaning of core competency.

(3) Tim- I don’t think the principles would lead us to choose one at the expense of the other.

   (i) Jeff- do more than the 20 that showed up this morning have access to this information?

      (a) There should be an email sent to all faculty that has the information

      (b) Jeff- I get concerned that there’s nothing in core that relates to finances

      (c) I expect it to come into play in some form

2. Courgarview Materials Policy 1:33:36–2:00:36

   a) The proposal is to have a body of course documents that would be continuously in cougarview unless there is an exception.
(1) During the semester someone who has started teaching the course has become unavailable to finish the term. Someone else has to pick up the pieces and finish the course. Policy would provide for a transition to the replacement to look at the syllabus that the students have already been following and major assignments in the gradebook so that the progress is not lost.

(2) Provide students a common platform that they can go to access their grades and discuss their progress up to that point and know the most current standing is. In some colleges this has been conveyed as an expectation already and discussed in others. The feeling has come that it’s time we have consistency across colleges. The proposal acknowledges that there will be cases that don’t fit that. Ones that are explicit here are internships, student teaching, etc. that traditional assignments aren’t the norm.

(3) Nehal- Most faculty uses webassign. Students can’t see their midterm grade on gradebook in cougarview.

(4) Rosa- You can set up a column for that. You can create a milestone grade column.

(5) Clint as a point of clarification- the webassign can automatically update the grade but cougarview can not?

(6) Nehal- correct.

(7) Where among the files would the gradebook be found.

(8) Tim- I’m here to receive feedback and not debate. So I happily accept the feedback.

(9) Clint clarifies again that this will be going through committee and will have opportunities for feedback.

(10) Mark- it strikes me that as we’re focused on innovative teaching we will be introducing policies as far as scheduling and grading and assignments. I take a more emergent approach where week to week things can change. I have a concern that even though you have the language for exceptions that exceptions would be fewer and faculty would be inclined to go towards the norm and work away from innovation.
(11) Ryan- faculty has expressed concerned that academic freedom is being infringed upon. I’m struck that Title IX and that can be built in. Why are we these policies being built into our course schedules rather than asking for faculty to do it every semester? Can it not be built into the platform?

(12) Tim- Correct a boilerplate statement can be placed onto D2L, but if we don’t consolidate the information, the effort would be pointless.

(13) Ryan- it seems that there’s contradictions. There’s exceptions built in but saying that we have to be using this. I am concerned that there’s this issue that free options are helping innovation and there isn’t a language to allow for the discretion of the faculty.

(14) Nicholas- where and why was this policy born? What is the purpose of this needing to be put in place. Can you go into detail as to why and why now?

(15) Guest- I’ve had an instance as dean where a faculty member was unable to continue their course. The person who stepped in had no idea what topics had been covered/ needed to be covered. There were no grades posted for students and made it very difficult to provide continuity for students. If the faculty member gets ill or unable for the remainder of the semester it makes it difficult for our students.

(16) Tim- that’s the direct reason. We’ve seen it every semester. It’s a risk we have and we’re trying to mitigate that.

(17) Dr. Bordelon- comments about other systems being used. WE are mandated by the USG to use brightspace, D2L, so we shouldn’t have other platforms going on. This is what we need to be using. I know the comment about academic freedom- how you design your activity and content is up to you. But this is the official LMS for the system.

(18) Rosa Williams points out that there are many things that there are many things that cougarview cannot do especially in mathematics. There have been many helpdesk requests and it still has been unavailable all semester.
(19) Dr Bordelon states that she is not saying you cannot be using other tools but this is our official platforms.

(20) Guest- assignments is that imply that all assignments are going through a dropbox? We do a lot of paper assignments in my class and active learning based off of handouts or a purchase handbooks. How does that fit into posting all assignments.

(21) Tim- I would say it’s fair to look for clarifications on that and I will look into that. In my class there is some sort of in class activity every day. That's not what's expected but we might look at how we can clarify that.

(22) Guest- anything in the policy about how this would actually be imposed? Currently in COOL website some of this policy is already state there. We remind our faculty members to post their grades however there are nearly 200 courses in our department. Do you have plans for COOL center to provide assistants. Once done it is too late so do you have any plans for some monitoring system?

(23) Tim- I see your point. Frankly I don’t know how feasible it is to police it on a massive scale. If we remind faculty that this is what we’re aiming for a couple of times… I haven’t been involved in any enforcement discussions.

(24) Guest- we had this policy before and it was the case that not one single grade was ready.

(25) Tim- we’re open to suggestions

(26) Neal- two of these things the COB has been doing that for 5 years. We don’t make the faculty put into calculation for final grade if they use a spreadsheet. We have had no problem with that. Once thing I’m concerned about is having the schedule- I do mine by weeks so when I switched back and forth I don’t have to change

(27) Clint- if it’s important enough that’s already in the syllabus the more complicated we make this the more resistance we’re gonna get. If this is required, maybe we should just put it in the syllabus. If someone had to take over and had the syllabus and raw grades
(28) Ryan- I disagree and I’ll think you’ll understand why. If we have this policy there’s no reason for this to be put in the syllabus if it is built into the template of every course on D2L. And uses less paper!

(29) Clint- what committee should this go to.

(i) TaLE or Faculty Handbook

(ii) Tim- what’s being proposed is a university policy and would not be subject (faculty)

(iii) Susan Hrach- pedagogical applications here. At root this is about- this is kind of like a will. What do you want your students to have if you are suddenly gone? For example, on the basis of assignments it seems to me with pedagogy in the syllabus just what percentage of what types of activities they’ll be doing it just transparent teaching. TaLE might me well suited for it.

(iv) Clint- the general consensus so far is TaLE.

(v) Ryan- when we reach out with TaLE we’ll try to be thorough on when they’ll be meeting to discuss it

VIII. Other Items 2:00:38–2:01:18

IX. Clint- Please sign in the sheet if you came in late.

X. Great luck on finals and holiday break.

XI. Motion to adjourn: 5:00