

UNIVERSITY SENATE AGENDA
EBERLY AUDITORIUM

February 5, 2019

3:30 – 5:00 p.m.

Approval of Order

- A. Approval of current agenda items and order

Reports and Announcements

Appendix

Page(s)

- A. President Driscoll
- B. Provost Moerland
- C. Chairperson Piper
- D. Vice Chairperson Hale

Standing Committee Reports

Chairperson

- | | | | |
|---|---------------------|---|-------|
| A. Rules Committee | Korns | | |
| B. University-Wide Undergraduate Curriculum Committee | Sechrist/Greenawalt | A | 2-4 |
| C. University-Wide Graduate Committee | Moore/Frenzel | B | 5-11 |
| D. Library and Education Services Committee | McLaughlin | | |
| E. Research Committee | Delbrugge | C | 12-13 |
| F. Student Affairs Committee | Stocker | | |
| G. University Development and Finance Committee | Mount | | |
| H. Academic Affairs Committee | Dugan/Wachter | | |
| I. Awards Committee | Paul | | |
| J. Noncredit Committee | O'Neil | | |

Senate Representative Reports

Representative

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|---|----------|---|-------|
| A. University Planning Council | Stocker | | |
| B. Presidential Athletic Advisory Council | Castle | D | 14-15 |
| C. Academic Computing Policy Advisory Committee | Chadwick | | |
| D. University Budget Advisory Committee | Soni | | |

New Business

Adjournment

Appendix A
University-Wide Undergraduate Curriculum Committee
Co-Chairs Sechrist and Greenawalt

FOR ACTION:

1. Department of Psychology—New Course

PSYC 460 Senior Seminar in Psychology 3c-01-3cr

Prerequisites: Psychology Major, Senior level standing (90 or more credits), PSYC 290, or special permission

Culminates students' Psychology major experience with the examination of a topic or problem through the synthesis of content from varied psychological perspectives. Critical thinking and application to big picture questions or real world issues will be emphasized, as will the development of professional skills including writing, discussion, and presentations.

Rationale: This course serves as a culminating activity for psychology majors through its synthesis of varied disciplines both within and beyond psychology as they apply to a big picture issue. As a required course for psychology majors, this course is a logical venue for the assessment of student learning outcomes at the end of the major. Activities to reflect on psychology's role in society and the student's role in psychology will be included, with opportunities for professional development emphasized.

**2. Department of Communication Disorders, Special Education, and Disability Services—
Course Title Change, Catalog Description Change and Course Prefix Change**

Current Catalog Description:

**EDEX 478 Education of Persons with Mental Retardation/Developmental Disabilities
and Physical/Multiple Disabilities 3c-01-3cr**

Prerequisites: Successful completion of Step 1 of the 3-Step Process and a dual major in disability services/sociology or a minor in special education

Focuses on major theoretical positions regarding etiology of mental retardation, developmental disabilities, a wide and diverse range of physical/multiple disabilities, and other health impairments. Discusses definitions, population characteristics, and educational approaches. Reviews research in the field, including current issues, trends, practices, and services.

Proposed Catalog Descriptions:

**DISB 478 Education of Persons with Intellectual/Developmental Disabilities
and Physical/Multiple Disabilities 3c-01-3cr**

Focuses on major theoretical positions regarding etiology of mental retardation, developmental disabilities, a wide and diverse range of physical/ multiple disabilities, and other health impairments. Discusses definitions, population characteristics, and educational

approaches. Reviews research in the field, including current issues, trends, practices, and services. (Also offered as EDEX 478; may not be taken for duplicate credit.)

EDEX 478 Education of Persons with Intellectual/Developmental Disabilities and Physical/Multiple Disabilities **3c-01-3cr**

Focuses on major theoretical positions regarding etiology of mental retardation, developmental disabilities, a wide and diverse range of physical/ multiple disabilities, and other health impairments. Discusses definitions, population characteristics, and educational approaches. Reviews research in the field, including current issues, trends, practices, and services. (Also offered as DISB 478; may not be taken for duplicate credit.)

Rationale: The request is based on feedback from the Disability Services Five-Year review that pointed out the paucity of courses bearing Disability Services program prefix (DISB). There are only five courses listed in the catalog with the DISB prefix and only one of those courses is in the major. The outside reviewer's suggestion was to cross list the EDEX courses currently used by Disability Services to reflect the program's prefix given that no other substantive changes would need to be made in the courses except the addition of the new prefix and associated prerequisite and prefix changes.

3. Department of Journalism and Public Relations—Modify Prerequisite

Current Title and Prerequisites:

JRNL 327 Layout, Design, and Production **3c-01-3cr**
Prerequisite: JRNL 105 or COMM 101

Proposed Title and Prerequisites:

JRNL 327 Layout, Design, and Production **3c-01-3cr**

Rationale: Department faculty have determined that current prerequisites of JRNL 105 Journalism and Mass Media or COMM 101 Communications Media in American Society are not necessary or required for students to succeed and learn in JRNL 327 Layout, Design, and Production. This class teaches basic techniques of layout, design, and production using Adobe InDesign software. Students will have easier access to enroll in this course

4. Department of Chemistry—Catalog Description Changes

a. Current Catalog Description:

CHEM 101 College Chemistry I **3c-2l-4cr**
Basic principles and concepts of inorganic chemistry are developed using atomic and molecular structure with illustrative examples from descriptive chemistry. The laboratory portion illustrates physical and chemical properties in a qualitative and quantitative manner. For selected majors within the College of Health and Human Services and to fulfill the Liberal Studies Natural Science Laboratory Sequence requirement.

Proposed Catalog Description:

CHEM 101 College Chemistry I

3c-2l-4cr

Basic principles and concepts of inorganic chemistry are developed using atomic and molecular structure with illustrative examples from descriptive chemistry. The laboratory portion illustrates physical and chemical properties in a qualitative and quantitative manner. For selected majors within the College of Health and Human Services, Public Health majors and to fulfill the Liberal Studies Natural Science Laboratory Sequence requirement.

b. Current Catalog Description:

CHEM 102 College Chemistry II

3c-2l-4cr

Prerequisite: CHEM 101 or 111

Fundamental principles and concepts of organic chemistry and biochemistry are studied. Deals primarily with structural features of organic compounds, the chemistry of functional groups, and practical examples and uses of organic compounds. The laboratory portion illustrates properties and reactions of representative organic compounds. For selected majors within the College of Health and Human Services and to fulfill the Liberal Studies Natural Science Laboratory Sequence requirement.

Proposed Catalog Description:

CHEM 102 College Chemistry II

3c-2l-4cr

Prerequisite: CHEM 101 or 111

Fundamental principles and concepts of organic chemistry and biochemistry are studied. Deals primarily with structural features of organic compounds, the chemistry of functional groups, and practical examples and uses of organic compounds. The laboratory portion illustrates properties and reactions of representative organic compounds. For selected majors within the College of Health and Human Services, Public Health majors, and to fulfill the Liberal Studies Natural Science Laboratory Sequence requirement.

Rationale: To include Public Health majors as students for which CHEM 101 and 102 are intended.

Appendix C
University Wide Graduate Committee
Co-Chairs Moore and Frenzel

FOR ACTION:

1. DEPARTMENT: MUSIC

PROGRAM REVISION

Program: Master of Arts in Art – Music Performance

Rationale: We are revising the MA in Music Performance to facilitate delivery of the choral conducting and wind band conducting tracks via distance education. This necessitates a minor change in requirements for all tracks of the degree.

Many music educators, church choir conductors, or wind band conductors are currently working in positions that provide them material support and an ensemble to direct. A distance education Masters program allows students to remain in these positions, where they can continue working and gain valuable professional experience. Moreover, IUP professors can observe and evaluate the results of students’ conducting with these ensembles, enabling the students to learn and develop in a real-world environment.

The nature of conducting lessons makes them excellent candidates for distance instruction using video conferencing and video recording technology. Professors can easily view and interact with students as they practice conducting gestures and evaluate the results as students work with their own ensembles. However, given the exacting precision of observation required for lesson on voice and instruments, we are not extending distance education approval to any other areas at this time – only choral and wind band conducting students will be able to take private lessons online.

Another feature that makes choral and wind band conducting excellent candidates for distance education is that our professors very frequently visit schools, churches, or other ensembles in the region for purposes of recruiting and for service to their professions generally. This means that they could schedule a visit to a school where a student in the conducting program is teaching, work with that student “live,” interact with the school ensemble, and thus accomplish several goals at once. This also means that students in this program would have ample support and faculty interaction.

<p>Current Catalog Description: The graduate program in music provides students with opportunities to improve skills as teachers or performers beyond the Bachelor’s degree, leading to enhanced career opportunities or to doctoral study. The Department of Music offers the MA in music with two areas of specialization: Music Education or Performance.</p> <p>The Music Education specialization offers students a range of experiences in music teaching and learning theory, assessment and improvement of teaching, administration of music programs, and technology applications in</p>	<p>Proposed Catalog Description: The graduate program in music provides students with opportunities to improve skills as teachers or performers beyond the Bachelor’s degree, leading to enhanced career opportunities or to doctoral study. The Department of Music offers the MA in music with two areas of specialization: Music Education or Performance.</p> <p>The Music Education specialization offers students a range of experiences in music teaching and learning theory, assessment and improvement of teaching, administration of music programs, and technology applications in</p>
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<p>music teaching. This degree is designed to meet the needs of practicing teachers and is offered in a low-residency, online, part-time format. Students will take courses online during the fall and spring semesters, and will attend two intensive summer sessions on campus, where they will take classes that cannot be offered effectively online. As a culminating experience, students must pass a comprehensive examination.</p> <p>The Music Performance specialization is designed to enhance individual musicianship, technique, and knowledge of a variety of musical styles, with the goal of preparing students for a career in the performing arts. Applicants may choose a principal performing area from conducting, all major instruments, or voice. The Performance degree allows the option of students to either give a recital or write a thesis as a culminating project. Students who may aspire to further academic training in music may elect to perform a recital and write a thesis for elective credit pending departmental approval.</p> <p>ADMISSIONS CRITERIA</p> <p>In addition to meeting School of Graduate Studies and Research requirements, the applicant must meet Music Department admission requirements. All applicants must have an undergraduate degree with major in music or its demonstrated equivalent. Applicants for the Performance degree must complete a satisfactory audition on their major instrument (specific audition requirements are available upon application). Applicants to the Masters of Arts in Music must demonstrate that they are certified to teach music in the K-12 public schools of a U.S. state, or that they have comparable certification in another country.</p> <p>The department may request additional supporting evidence of adequate preparation in specific concentration areas. Once accepted to a specific program of study, all music graduate students will be required to take a diagnostic</p>	<p>music teaching. This degree is designed to meet the needs of practicing teachers and is offered in a low-residency, online, part-time format. Students will take courses online during the fall and spring semesters, and will attend two intensive summer sessions on campus, where they will take classes that cannot be offered effectively online. As a culminating experience, students must pass a comprehensive examination.</p> <p>The Music Performance specialization is designed to enhance individual musicianship, technique, and knowledge of a variety of musical styles, with the goal of preparing students for a career in the performing arts. Applicants may choose a principal performing area from conducting, all major instruments, or voice. The Performance degree allows the option of students to either give a recital or write a thesis as a culminating project. Students who may aspire to further academic training in music may elect to perform a recital and write a thesis for elective credit pending departmental approval. <u>Students electing the choral conducting or wind band conducting tracks can elect the traditional on-campus version of the degree, or choose the low-residency online version, which offers private lessons and several core courses online during the fall and spring semesters; remaining courses can be completed during the two-week summer intensive session.</u></p> <p>ADMISSIONS CRITERIA</p> <p>In addition to meeting School of Graduate Studies and Research requirements, the applicant must meet Music Department admission requirements. All applicants must have an undergraduate degree with major in music or its demonstrated equivalent. Applicants for the Performance degree must complete a satisfactory audition on their major instrument (specific audition requirements are available upon application). Applicants to the Masters of Arts in Music must demonstrate that they are certified to teach music in the K-12 public schools of a U.S. state, or that they</p>
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<p>exam in music theory and history prior to attending classes, so that advisors may better direct the students in their degree programs.</p>	<p>have comparable certification in another country.</p> <p>The department may request additional supporting evidence of adequate preparation in specific concentration areas. Once accepted to a specific program of study, all music graduate students will be required to take a diagnostic exam in music theory and history prior to attending classes, so that advisors may better direct the students in their degree programs.</p>
<p>Current Requirements: MASTER OF ARTS IN MUSIC PERFORMANCE (31 CR.)</p> <p>I. Core Courses (9 cr.) MUSC 516 Analytical Techniques 3 cr. LIBR 600 Bibliography of Music 3 cr. And one of the following Graduate Music History Courses: MUHI 503, 504, 505, 507, or 521 3 cr.</p> <p>II. Applied Music Courses (12 cr.) APMU 601-771 4 cr. each 12 cr.</p> <p>III. Music Ensembles (2 cr.) MUSC 575 1 cr. each 2 cr. (must be taken for a minimum of 2 semesters)</p> <p>IV. Electives* (4 cr.) APMU, MUSC or MUHI prefix, 500 or above 4 cr.</p> <p>V. Culminating project** (4 cr.) MUSC 795 Thesis 4 cr. OR APMU 740 Graduate Recital 4 cr.</p> <p>Total: 31 credits</p> <p>*MUSC 575 may only be taken for a maximum of 2 elective credits. ** Flexibility is given to represent the requirements and priorities of the student and the major professor. If the recital option is</p>	<p>Proposed Requirements: MASTER OF ARTS IN MUSIC PERFORMANCE (31 CR.)</p> <p>I. Core Courses (9 cr.) MUSC 516 Analytical Techniques 3 cr. LIBR 600 Bibliography of Music 3 cr. And one of the following Graduate Music History Courses: MUHI 503, 504, 505, 507, or 521 3 cr.</p> <p>II. Applied Music Courses (12 cr.) APMU 601-771 4 cr. each 12 cr.</p> <p>III. Music Ensembles (2 cr.) MUSC 575 1 cr. each 2 cr. (must be taken for a minimum of 2 semesters)</p> <p>IV. III. Electives* (6 cr.) APMU, MUSC or MUHI prefix, 500 or above 6 cr.</p> <p>IV. Culminating project** (4 cr.) MUSC 795 Thesis 4 cr. OR APMU 740 Graduate Recital 4 cr.</p> <p>Total: 31 credits</p> <p>*MUSC 575 may only be taken for a maximum of <u>4</u> elective credits. ** Flexibility is given to represent the requirements and priorities of the student and the major professor. If the recital option is</p>

chosen, Thesis could be selected as an elective subject with advisor approval.	chosen, Thesis could be selected as an elective subject with advisor approval.
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2. DEPARTMENT: SAFETY SCIENCES

COURSE REVISIONS

Course: SAFE 647: Applied Ergonomics

Rationale: The safety sciences graduate committee unanimously agreed that the fundamental core concepts taught in an undergraduate ergonomics course is also adequately covered in the graduate course in addition to more advanced concepts. This change does not impact the program's status as a Qualified Academic Program per communication from the Board of Certified Safety Professionals (BCSP). This change helps to reduce the deficiency requirements of students who enter the program without an occupational safety and health background.

Current Prerequisite(s): SAFE 347 or equivalent or permission of the instructor	Proposed Prerequisite(s): None
Current Catalog Description: Ergonomic principles used in the identification, analysis, and implementation of intervention strategies to address hazards in the workplace are presented. Focus is on the application of strategies to identify and correct ergonomic problems in the workplace using evaluation equipment and video case studies of actual workplace situations. Prerequisite: SAFE 347 or equivalent or permission of the instructor.	Proposed Catalog Description: Ergonomic principles used in the identification, analysis, and implementation of intervention strategies to address hazards in the workplace are presented. Focus is on the application of strategies to identify and correct ergonomic problems in the workplace using evaluation equipment and video case studies of actual workplace situations.

Course: SAFE 807: Doctoral Colloquium in Safety Sciences

Rationale: To avoid confusion with SAFE 812 which has "Applied Research III" in its title (SAFE 812 Applied Research III: Tests and Measurements), the phrase "Applied Research III" is being eliminated from the course title for SAFE 807. The phrase "Applied Research III" is more appropriate as a descriptor for SAFE 812.

Current Course Title: Applied Research III: Doctoral Colloquium in Safety Sciences	Proposed Course Title: Doctoral Colloquium in Safety Sciences
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Course: SAFE 810: Applied Research I: Experimental Design

Rationale: Having SAFE 803 Epidemiological Analysis in Safety Sciences act as a prerequisite for SAFE 810 Applied Research I: Experimental Design does not make sense given that we have experience/history with teaching these courses three times to date. We are requesting the removal of the prerequisite for SAFE 810. SAFE 803 applies statistics (e.g., applying narrowly focused and fairly simple statistical sets) to solving epidemiological case studies, while SAFE 810 is more of a fundamental/theoretical statistics course covering a variety of statistical tests. So, having SAFE 803 as a prerequisite for SAFE 810 is like putting the proverbial "cart before the horse." Each course can be taught independently based on the contents of the courses.

Current Catalog Description:	Proposed Catalog Description:
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This course will cover experimental and multivariate statistical procedures. Topics include advanced coverage of Analysis of Variance (ANOVA), multivariate analysis of variance (MANOVA), Analysis of Covariance (ANCOVA), post-hoc tests, planned comparisons, and randomized block designs. Prerequisite: SAFE 803.	Covers experimental and advanced multivariate statistical procedures, including analysis of variance (ANOVA), multivariate analysis of variance (MANOVA), analysis of covariance (ANCOVA), post-hoc tests, planned comparisons, and randomized block designs. Prerequisite: None.
Current Prerequisite(s): SAFE 803	Proposed Prerequisite(s): None

Course: SAFE 812: Applied Research III: Tests and Measurements

Rationale: The course description is being updated to more specifically reflect the contents of the course. Prerequisites have been changed since SAFE 802 is no longer a relevant prerequisite due to its content changes.

Current Catalog Description: The course is intended to introduce students to the various topics of testing and measurement as it pertains to the field of occupational safety. Topics include test validity and reliability, test and measurement interpretation and survey design and construction.	Proposed Catalog Description: Introduces students to testing and measurement topics as they specifically pertain to the field of occupational safety. Includes test validity and reliability, test and measurement interpretation, survey design and construction, sampling strategies and qualitative analysis of information. Describes the social, legal and ethical aspects of occupational safety testing.
Current Prerequisite(s): SAFE 810 and SAFE 111	Proposed Prerequisite(s): None

NEW COURSES

Course: SAFE 809: Human Performance and Organizational Safety Theory

Rationale: The course would act as a companion course to the doctoral course SAFE 802 - Safety Management Systems. The SAFE 809 course would explore the behavioral and organizational approaches to managing safety through the lens of human performance and organizational safety theory and would act as an important springboard for students exploring PhD dissertation topics in this field.

Summary:

Course	SAFE 809: Human Performance and Organizational Safety Theory
Credits	3
Prerequisite	None
Description	Presents advanced topics in the field of human performance and organizational safety theory. Evaluates human performance and organizational safety theory research methodology and research priorities. Applies safety theory and analytical, quantitative and qualitative tools to tackle large-scale or complex human performance and organizational safety behavioral issues. Covers and promotes leading edge research, analysis and discussion as defined by recent and relevant published research.

Course: SAFE 814: Advanced Topics in Ergonomics

Rationale: Ergonomics is an important topic in the field of safety since the cause of approximately 80% of lost workday cases have been attributed to soft tissue damage (e.g., ergonomics issues). In addition, ergonomics is a field of major expertise for many faculty members in the department. Thus, offering a doctoral course addressing a major workplace hazard aligned with the department's expertise makes sense. It is anticipated that this course would act as a springboard for students to explore a dissertation related to ergonomics especially if contemplating on-campus research

Summary:

Course	SAFE 814: Advanced Topics in Ergonomics
Credits	3
Prerequisite	None
Description	Presents advanced topics in the field of ergonomics (physical, cognitive, and organizational). Evaluates research methodologies and priorities. Provides expertise and analytical, quantitative and qualitative tools required to tackle complex ergonomic issues in the workplace. Covers and promotes leading edge research, analysis and discussions by reviewing and analyzing published research.

Course: SAFE 815: Advanced Topics in Industrial Hygiene

Rationale: Industrial hygiene is an important topic in the field of safety since exposures to workplace agents (e.g., biological, chemical, physical) have been implicated with the rise of worker illnesses. In addition, industrial hygiene is a field of major expertise for faculty members in the safety sciences department. Thus, offering a doctoral course addressing a major workplace issue that is aligned with the department's expertise and students' interests makes sense. It is anticipated that this course would act as a springboard for students to continue to explore industrial hygiene-related dissertations. Also, industrial hygiene is a potential growth area for PhD graduates wishing to pursue academic careers.

Summary:

Course	SAFE 815: Advanced Topics in Industrial Hygiene
Credits	3
Prerequisite	None
Description	Presents advanced topics in the field of industrial hygiene. Evaluates research methodologies and research priorities. Provides expertise and analytical, quantitative and qualitative tools required to tackle complex industrial hygiene issues. Covers and promotes leading edge research, analysis and discussions by reviewing published research.

FOR INFORMATION:

The deadline for the UWGC to receive proposals is April 9th for inclusion in the last Senate meeting for this academic year (April 30th).

The following courses were approved for distance education:

- MAED 681: Mathematics and Cognition
- SAFE 809: Human Performance and Organizational Safety Theory
- SAFE 814: Advanced Topics in Ergonomics
- SAFE 815: Advanced Topics in Industrial Hygiene

**Appendix C
Research Committee
Chair Delbrugge**

FOR INFORMATION:

Minutes for the December 12, 2018 Meeting

Members Present: Robert Gretta, Lorraine Guth, Luz Marin, Laurie Roehrich, Lisa Sciulli

Members Excused: Laura Delbrugge, Hilliary Creely

Dr. Sciulli convened the meeting at 3:30 pm. The meeting was devoted to reviewing the University Research Committee proposals. There were 14 USRC Small Grant proposals for review and the decision was made to fund 11 proposals totaling \$10,892.

Section One: Research & Scholarship (Categories A-E):

- Wanda Minnick and co-investigators Tracey Cekada, Majed Zreiqat, Bryan Seal, and John Mulroy were awarded \$1,329 for their project “An Evaluation of Traditional Lecture and Active Learning on Training Retention.”
- Coung Diep was awarded \$2,000 for his project “Genetic screens for lhx1a mutants.”

Section Two: Travel to Present Papers/Scholarly Work (Categories A & B):

- Laura Delbrugge was awarded \$750 for travel to present “Context is Everything: Advice for Noble Women and Authorial Self-Fashioning” at the International Congress on Medieval Studies to be held May 8-12, 2019 in Kalamazoo, MI.
- Maryanne Benjamin was awarded \$1,000 for travel to present “Pedagogy as Practice: Using Pedagogy Inside and Outside the Classroom” at the annual NASPA Conference to be held March 10-13, 2019 in Los Angeles, CA.
- Rachele Bouchat was awarded \$845 for travel to present “Interdisciplinary Applications for the Linear Algebra Classroom” at The Joint Mathematics Meetings of the Mathematics Association of America and the American Mathematical Society to be held January 16-19, 2019 in Baltimore, MD.
- John Lowery was awarded \$1,000 for travel to present “Understanding the History of Student Affairs” at the annual NASPA conference to be held March 8-13, 2019 in Los Angeles, CA.
- Benjamin Ford was awarded \$721 for travel to present “Two Models for Volunteer-Driven Underwater Archaeology in Lake Erie” at The Annual Conference on Historical and Underwater Archaeology, hosted by the Society for Historical Archaeology and the Advisory Council on Underwater Archaeology, to be held January 9-12, 2019 in St. Charles, MO.

- Kimberly Desmond was awarded \$1,000 for travel to present “Client Suicide and the Clinician Survivor: After the Loss” at the 67th annual American Counseling Association Conference to be held March 28-31, 2019 in New Orleans, LA.
- Todd Thompson was awarded \$1,000 for travel to present "Viral Jokes and Fugitive Humor in the Nineteenth-Century Culture of Reprinting" at the Modern Language Association to be held January 3-6, 2019 in Chicago, IL.
- Laura Ferguson was awarded \$764 for travel to present “Feminist Imagery, Iconography, and Allusion in Esperanza Spalding’s Good Lava” at the 15th Jazz Education Network Conference to be held January 9-13, 2019 in Reno, NV.
- Ellen Yerger was awarded \$483 for travel to present at the USDA Interagency Research Forum on Invasive Species, to be held January 8-11, 2019 in Annapolis, MD.

The meeting was adjourned at 4:15 p.m.

Appendix D
Presidential Athletic Advisory Council
Senator Castle

FOR INFORMATION:

Minutes from the November 26, 2018 Meeting

Welcome and Remarks – Dr. Joshua Castle, Chair

- Update from the Athletic Gender Equity Committee-The committee felt that the university was meeting the interests and abilities of the students. The committee will look at the survey tool for modifications for next year.

Remarks from Dr. Michael Driscoll

- Updated the committee on the process of Vice President of Student Affairs.
- Commented on the quality of our student-athletes in terms of their commitment to quality citizenship
- Commented on the national trend and how the NCAA is looking at eSports.
- Commented on the NCAA Board change proposal at the 2019 NCAA Convention.
- Commented on the future of wagering on sports as we are seeing some land mark legal changes.

Remarks from Dr. Charles Fey

- Updated the Committee on AD Search Process- Double L Consulting will be assisting the university in the process. It is the hopes that this process will be concluded mid-spring.

Report from University Advancement –Khatmeh Osseiran-Hanna & Wally Stapleton

- Updated the committee on Comprehensive Campaign
- Mr. Stapleton provided the committee with the athletic goals and progress toward those goals. He also updated the committee on Athletic Advancement Council Activity

Report from Athletic Administration – Samantha Traver

- Fall Athletic Update
- Provided the committee Mental Health Screening Protocol Update- SA have been given access to screening through linked courses. It is the hope that this will increase in participation.
- The committee reviewed NCAA Legislation Proposals and provided feedback to the President.

Report from Faculty Athletics' Representative – Jim Racchini

- Professors providing Student Athlete Midterm reports have continued to increase.
- The fall 2019 reports included hockey which is a club sport. This was at the request of the hockey coach and advisor.

Report from Student Athletic Advisory Committee – Dylan Ruefle

- Updated the committee on the last SACC meeting. At the SAAC meetings in the fall

- The committee voted on legislation
- Discussed the women's locker room
- Created a constitution
- Discussed parking
- Updated the committee on SAAC Charitable work which included
 - Annual Holiday Cards to Nursing Homes
 - Started a Pen-Pal Program with local Elementary Schools
 - Plan on Continuing to be involved with Special Olympics.