University Senate Minutes
March 30, 2021
3:30pm – 5:00pm, ZOOM

- o Chairperson Piper called the March 30, 2021 meeting of the University Senate to order at 3:30pm

- o Minutes from the March 2, 2021 meeting were **APPROVED**

- o Agenda items for the March 30, 2021 meeting were **APPROVED**
  <mark>*The Academic Affairs Committee provided the correct version of the current Transfer Admissions Policy</mark>.

Reports and Announcements
A. President's Report:
- o **Chancellor Visit**
  - Thank you to the ~300 people that attended the Chancellor's town hall this afternoon. Thanks as well to others, particularly students, who met with him earlier in the day. He has already told me that he appreciated the good discussions with you and is thankful for all of your good work.

- o **COVID-19**
  - We are continuing to work to get a clinic focused on faculty and staff at IUP, but it's slow going. We are trying to expand the eligibility for the PreK-12 Johnson and Johnson vaccine to cover our students and employees working with those populations.
  - It looks like the Health Center will get approved as a vaccination site and we are exploring whether or not it might be able to serve employees. Supplies are still limited.
  - I suggest that those seeking vaccinations explore all the options. You can register at irmc.org, https://mainlinepharmacy.com, and some of the other smaller providers in Indiana County (Giant Eagle, Martins, etc.).
  - Case numbers are still modest among IUP students and others, but we need to stay the course by maintaining social distancing, wearing face coverings, and hand washing to help avoid the resurgence we are seeing in other places.

- o **Spring Commencement**
  - IUP is planning for an in-person graduate degree ceremony on the evening of Friday, May 7 and three undergraduate ceremonies on Saturday, May 8.
    - All will have limited guests and platform parties, etc.
    - This allows staying within the safe occupancy guidelines as they stand today.
    - The KCAC will be sanitized between each ceremony.
    - We can't support any other face-to-face graduation ceremonies, so no departmental or college-level face-to-face ceremonies. Some departments are planning virtual ceremonies.

- The Commencement Committee is also exploring ways to recognize students who aren't able to attend and to engage faculty and staff and others who aren't able to physically attend.

  o **Workforce**
    - 37 retrenchments active (out of 82)
      - That number will go down further as I work through retirements and other factors
      - 24 faculty retired under the most recent ESLP - more than half were retrenched or already allowed us to save another retrenched faculty member
      - Still looking at about half-dozen faculty who have chosen to retire and how we may be able to rescind additional letters
    - There were a number of employees that from other bargaining units that also took advantage of the ESLP and we are still analyzing how that impacts workload reductions.
    - Thank you for all of your good work in these challenging times. Stress levels are high, so please make sure to take care of yourself and others.

B. Provost's Report:
  o A group is being assembled to review academic course programming for the summer and winter sessions. This group is a revival of a group that we had in place several years ago entitled, SWAG (Summer/Winter Action Group). This installment is entitled, SWAG II. The goal of the group is to coordinate and review our academic offerings to be sure that they contribute to student progression and keep students on track to a timely degree completion. If you would like to volunteer to be a member, please send an email to me or to Holly Olexo. The group will begin to meet toward the end of the semester, and most likely virtually over the summer.

  o Reminder that our next spring break days are Monday and Tuesday, April 5 and 6. These days are to be treated just as the regular spring break days. There are to be no classes, no assignments, and no exams.

For Information:
The Provost has accepted the recommendations for curriculum actions endorsed by the IUP-APSCUF Representative Council on March 18, 2021 as follows:

From the University-Wide Undergraduate Curriculum Committee:
  1. The following new courses are approved by me and may be offered immediately:
     - COMM 400 Professional Preparation
     - HIST 245 History and Climate Change

  2. The following course revision proposals are approved by me and may be implemented in future course schedules:
     - CHEM 100 Preparatory Chemistry
     - COMM 493 Internship
     - FIN 310 Fundamentals of Finance
     - HIST 220 Visual Sources in History
     - MATH 105 College Algebra
     - MKTG 436 Retail and Omnichannel Management

- THTR 221 Performance Lighting

3. Program revisions from the following departments will be forwarded to the Council of Trustees for final approval:
   - Media Studies Track, Communications Media, BS
   - Media Production Track, Communications Media, BS
   - Media Marketing Track, Communications Media, BS
   - Photography and Digital Imaging Certificate
   - Audio Production Certificate
   - Echocardiography Track, Medical Imaging, BS
   - Nuclear Medicine Technology Track, Medical Imaging, BS
   - Diagnostic Medical Photography (Ultrasound) Track, Medical Imaging, BS
   - Sport Administration Track, Kinesiology, Health and Sport Science, BS
   - Exercise Science Track, Kinesiology, Health and Sport Science, BS
   - Pre-Athletic Training Track, Kinesiology, Health and Sport Science, BS

4. The following curriculum committee corrections are approved by me and may be implemented in future course schedules:
   - BUSN 101 Business Success Seminar

From the University-Wide Graduate Curriculum Committee:
1. The following courses are approved by me and may be offered immediately:
   - ENGL 826 Language Teacher Identities
   - ENGL 836 Autoethnographic Life Writing: Arts Based Research

2. The following course revision proposals are approved by me and may be implemented in future course schedules:
   - ENGL 805 Language and Social Context
   - ENGL 815 Qualitative Research Methods in Composition and Applied Linguistics
   - ENGL 825 Second Language Literacy
   - MUSC 575 Music Ensemble
   - PSYC 841 Psychometrics and IQ Assessment

3. Program revision from the Department of English will be forwarded to the Council of Trustees for final approval:
   - English 7-12 Teaching Certificate, Post-Baccalaureate

C. Chair's Report:
   o At the Chancellor's virtual meeting today, I did bring up to the Chancellor the request of the University Senate to look at our situation regarding our per credit model, and if he would allow IUP in some way to go outside the staff and faculty ratios. Dr. Greenstein responded that the ratios are firm and will still be in existence.

   o Make sure you take extra time on the non-teaching days (April 5 & 6) to rest and relax!

D. Vice Chairperson's Report:
- o Thank you to everyone who sent in videos for IUP's Virtual Majors Fair. There have been 754 views on the Flipgrid platform! I also want to thank Dr. Craig Dillaman for assisting with this event.

- o I want to address a concern that has come to the attention of the SGA. It has been shared that SGA is trying to make this expanded Pass/Fail Policy a permanent change for the future. This is not the case – our request to expand the policy is in response to the pandemic. We are still in a pandemic!
    - I just wanted to remind everyone that we're trying to be more student centered and modifying the Pass/Fail Policy is a good way to show it.
    - The students showed up for faculty and staff in the fall with NextGen, retrenchment, and voting to send that letter to the Chancellor, so this would be a great way to show up for the students. We would appreciate the support!

Standing Committee Reports

A. Rules Committee (Chair Smith-Sherwood)

FOR INFORMATION:
- o I reported at the February Senate meeting that Chair Piper had spoken with President Driscoll and Provost Moerland regarding the concerns expressed by the Rules Committee in its late-January memo. President Driscoll has asked to meet with the Rules Committee, and we have scheduled a special meeting for Tuesday, March 16th, at 3:30 pm.

- o Phase I of the Senate election cycle will close tonight at midnight. While there were no issues with the Staff and Administration ballots, the Faculty ballot required a number of interventions. We appreciate your patience.

- o The nomination period for Phase II of the Senate election cycle will open Thursday, April 8th. As a reminder, Phase II is for election to all remaining standing committees of the Senate as well as Senate Chair and Secretary.

- o Nominations for Phase II will close Tuesday, April 13, at 4:30 pm. The Phase II nomination ballots will be prepared and shared for accuracy before the election is launched via Qualtrics on Tuesday, April 20th.

- o If you have any question regarding your current or prospective Senate term, please send an email to me: smithshe@iup.edu.

- o I reported at the March 2nd Senate meeting that President Driscoll had asked to meet with the Rules Committee regarding the memo we sent to Chair Piper in late January. That special meeting occurred on Tuesday, March 16th. I will have more to report following the Rules Committee's regular meeting next month.

- o The Rules Committee will meet for its regular monthly meeting on Tuesday, April 13th, at 3:30 pm via MS Teams.

B. University-Wide Undergraduate Curriculum Committee (Chair Sechrist)
- The deadline to submit curricular proposals for review/approval is April 10, 2021.

C. University-Wide Graduate Curriculum Committee (Chair Moore)
- The deadline to submit curricular proposals for review/approval is April 10, 2021.

D. Library and Education Services Committee (Chair Chadwick)
- Our next meeting will be Tuesday, April 13, 2021 at 3:30pm via Zoom

E. Research Committee (Chair Marin)
FOR INFORMATION:

Members Present: Robert Gretta, Lorraine Guth, Luz Marin, Laurie Roehrich, Lisa Sciulli, Alexi Thompson
Not Present: Hilliary Creely

The meeting convened at 3:35 pm. The meeting was devoted to reviewing the University Senate Research Committee small grant proposals and Senate Fellowship proposal.

There were 7 USRC Small Grant proposals for review and the decision was made to fund 7 proposals, totaling $26,854.

Travel (Virtual Conference Presentation)
- Melinda McIsaac was awarded $108 for a virtual conference presentation at the New England Educational Research Organization (NEERO) to be held April 28-30, 2021.
- Elizabeth Shirling was awarded $108 to present "The Impact of Gender on Collegiate Student-Athletes' Grade Point Average" at the New England Educational Research Organization (NEERO) to be held April 28-30, 2021.

Research and Scholarship
- Matthew Nice was awarded $1,628 for his project "Emerging Adulthood Wellness."
- Jennifer Perillo and Margaret Reardon were awarded $6,096 for their project "Examining the Consequences of Dehumanization in Justification of Police Use of Force Against Minoritized Youth".
- Ellen Yerger was awarded $5,000 for her project "Identification of Beetles in the Bycatch of Trap Samples".
- Frederick Adkins, Nathan McElroy, Coung Diep, Yongtao Cao, Sajad Hamidi, and Hao Tang were awarded $8,936 for their project "Detecting and Modeling SARS-CoV-2 in Wastewater".
- Paul Nealen was awarded $4,978 for his project "Measuring the frequency content of cranial vocal feedback to the cochlea".

There were 3 Senate Fellowship proposals for review and the decision was made to fund 2 proposals, totaling $19,956.

Senate Fellowships
- Rachel DeSoto-Jackson and Richard Kemp, from the College of Fine Arts, were awarded $10,000 for their project "Teaching Empathetic Communication Through Theatre Manuscript."

- Yongtao Cao and Xinwen Wu, from the College of Natural Sciences and Mathematics, were awarded $9,956 (pending submission of a CV for all researchers) for their project "A Multi-objective Investigation of Machine Learning Algorithms for Classification."

Prepared by: Bethany Jackson Administrative Assistant, School of Graduate Studies and Research
Submitted by: Laurie Roehrich, Ph.D. Secretary, University Senate Research Committee

The meeting adjourned at 4:55 p.m.
  o Our next meeting will be Tuesday, April 6, 2021 at 3:30pm via Zoom

F. Student Affairs Committee (Chair Erwin)
  o Our next meeting will be Tuesday, April 13, 2021 at 3:30pm via Zoom

G. University Development and Finance Committee (Drye)
  o Our next meeting will be Tuesday, April 6, 2021 at 3:30pm via Zoom

H. Academic Affairs Committee (Chair Dugan)

FOR ACTION: APPROVED

CURRENT POLICY:

Transfer Admissions
A student who has been attending another institution of higher education and wishes to transfer to IUP must submit an application, official transcripts of all postsecondary educational work, and an official high school transcript. All admissions decisions are made on a rolling basis by the Admissions Committee. Under a rolling admissions policy, applications are reviewed as they become complete. Decisions can range from automatic acceptance, to requests for additional information, to other alternatives.

Transfer applications are reviewed on the basis of academic college course work attempted or completed. Transfers are required to have at least a cumulative 2.0 GPA on a 4.0 scale (C average) from all schools previously attended and to have met the minimum requirements established by the academic department to which the student is applying. Some majors require increased standards for admission and additional information. Contact the Office of Admissions for specifics. If a student has at least 12 college level (non-developmental and non-technical) credits, the decision will be based solely on their transfer GPA. If the student has less than 12 college credits, the admissions decision considers other evidence of students' performance and ability to be a successful college student.

The evaluation of credits from other institutions of higher education is the responsibility of the Office of Admissions and the application of the credits is at the discretion of the academic dean who has jurisdiction over the student's desired major. Normally, courses considered for transfer are only those taken from institutions that are accredited by the six regional accrediting agencies.

Each course is evaluated separately. The evaluation includes a review of the description, credits, and grade of each course along with the applicability of the course to the student's major at IUP. However, only credits transfer, not grade point average. It has been the policy of the university that only courses with a grade of "C" or better will be accepted, except for two-year AA or AS degree graduates of state-supported community colleges in Pennsylvania.

No matter how many credits are transferable, the student must satisfy all of the degree requirements falling into the categories of (1) university requirements, (2) college requirements, and (3) department requirements.

For a second Bachelor Degree students, a block of 90 credits is awarded if the first degree was earned from another university. Liberal Studies requirements, other than ones specifically required by the major, are considered met. All second degree students, whether they completed the first degree at IUP or another university, are required to complete a minimum of 30 credits to earn the second degree. The academic department determines which courses must be completed to earn the second degree.

University Requirements: All students are obligated to fulfill a basic program in Liberal Studies. The transfer evaluator will look at this area first for applicable credits for transfer. A vast majority of introductory courses are generally equivalent.

Statewide transfer degrees: Also known as "TAOC" degrees these are specific AA or AS transfer programs at Pennsylvania community colleges. Students with these degrees are guaranteed to transfer at junior standing in a parallel program at IUP. Please discuss with the Transfer Services office or reference the following IUP website https://www.iup.edu/admissions/undergraduate/apply-next-steps/transfer/college-guides-articulations-collaboratives/

PROPOSED POLICY:

Undergraduate Transfer Admissions
A student who has been attending another institution of higher education and wishes to transfer to IUP must submit an application, official transcripts of all postsecondary educational work, and an official high school transcript. All admissions decisions are made on a rolling basis by the Admissions Committee. Under a rolling admissions policy, applications are reviewed as they become complete. Decisions can range from automatic acceptance, to requests for additional information, to other alternatives.

Transfer applications are reviewed on the basis of academic college course work attempted or completed. Transfers are required to have at least a cumulative 2.0 GPA on a 4.0 scale (C average) from all schools previously attended and to have met the minimum requirements established by the academic department to which the student is applying. Some majors require increased standards for admission and additional information. Contact the Office of Admissions for specifics. If a student has at least 12 college level (non-developmental and non-technical) credits, the decision will be based solely on their transfer GPA. If the student has less than 12 college credits, the admissions decision considers other evidence of students' performance and ability to be a successful college student.

The evaluation of credits from other institutions of higher education is the responsibility of the Office of Admissions and the application of the credits is at the discretion of the academic dean who has jurisdiction over the student's desired major. Normally, courses considered for transfer are only those taken from institutions that are accredited by the six regional accrediting agencies. In accordance with PASSHE's Student Transfer Policy (Policy 1999-01-A), IUP evaluates learning from non-regionally accredited institutions on a student-by-student basis. IUP uses the American Council on Education's guidelines for learning evaluation to ensure consistency and equity in the application of credit from non-regionally accredited institutions as well as from military service, workplace training, digital credentials, and other alternative educational experiences.

Each course is evaluated separately. The evaluation includes a review of the description, credits, and grade of each course along with the applicability of the course to the student's major at IUP. However, only credits transfer, not grade point average.

Students may transfer credits in courses from regionally accredited institutions where the grade of "D" is earned only if the student has a GPA of 2.0 or higher from each institution attended. Some academic programs at IUP may require the student to repeat certain courses in which a "D" grade was earned. Review of learning from non-regionally accredited institutions will be evaluated on a student-by-student basis.

No matter how many credits are transferable, the student must satisfy all of the degree requirements falling into the categories of (1) university requirements, (2) college requirements, and (3) department requirements.

For Second Bachelor Degree students, a block of 90 credits is awarded if the first degree was earned from another university. Liberal Studies requirements, other than ones specifically required by the major, are considered met. All second-degree students, whether they completed the first degree at IUP or another university, are required to complete a minimum of 30 credits to earn the second degree. The academic department determines which courses must be completed to earn the second degree.

University Requirements: All students are obligated to fulfill a basic program in Liberal Studies. The transfer evaluator will look at this area first for applicable credits for transfer. A vast majority of introductory courses are generally equivalent.

Statewide transfer degrees: Also known as "TAOC" degrees these are specific AA or AS transfer programs at Pennsylvania community colleges. Students with these degrees are guaranteed to transfer at junior standing in a parallel program at IUP. Please discuss with the Transfer Services office or reference the following IUP website www.iup.edu/admissions/undergraduate/apply-next-steps/transfer/college-guides-articulations-collaboratives/.

RATIONALE:
The proposed changes bring the policy in line with the overall PASSHE BOG policy, and the current practices of fellow PASSHE universities, and many other universities. As well, it reflects the recognition that transfer students and their prior experiences enrich the IUP classroom experience. Increasingly, transfer students come to IUP with varied courses that they want to submit for evaluation. Using the American Council on Education (ACE) transcript service (used by IUP and over 2300 other colleges and universities to document military training and experiences), should allow more stream-lined acceptance and processing of these students and encourage more of them to enroll in IUP.

FOR ACTION: **APPROVED**

MODIFICATION TO PASS-FAIL POLICY FOR SPRING 2021

In response to the continuing extraordinary circumstances caused by the COVID-19 pandemic and following consultations with IUP's Student Government Association and leadership teams, the Senate Academic Committee proposes the modification (additional to what was passed by Senate on March 2, 2021) to the Pass-Fail Policy for the Spring 2021 term:

Effective immediately, undergraduate, and graduate students will have until Friday May 7, 2021 (last day of finals before final grades) to select the pass-fail option for courses taken this semester, thereby extending the pass-fail selection deadline from its original date of March 1, 2021.

A student may select a <u>maximum of two</u> Spring 2021 <u>undergraduate and/or graduate courses</u> to apply this pass-fail grading option to as part of this deadline extension.

For the Spring 2021 term, this policy modification supersedes the following restrictions or exclusions in the existing Pass-Fail Policy: (1) **the exclusion of the 15-credit maximum limit for Pass-Fail courses,** (2) the exclusion of freshman-level students, (3) the student limitation to one pass-fail course in any given semester during the sophomore, junior, and senior years, (4) the student declaration of choosing pass-fail in a specific course no later than six weeks after the beginning of the semester, and (5) the exclusion of courses that count as part of a student's Liberal Studies requirements and/or major and minor program requirements. All other elements of the existing Pass-Fail Policy remain in effect. (NOTE: Dual-enrollment students may be able to use this modified policy but must seek the guidance of their school district as to applicability before opting for a P grade.)

Specifics of this temporary policy modification are as follows:
a) Courses will not automatically be moved to a pass-fail grading. This is something that students must individually decide to request
b) Specifics on the mechanism as to how students submit pass-fail requests will be posted on the Registrar's website and widely communicated to students, faculty and staff. **Student requests must be approved by the Department Chair (or the Chair's designee) of the student's major.**
c) **Some courses may be excluded from the option of Pass-Fail due to program and/or accreditation requirements; see sections f. and g. below.**
d) All courses for which passing (P) grades have been assigned will count toward degree requirements.
e) Once the request has been submitted, this pass-fail option may not be reversed.
f) At the <u>undergraduate level</u>, all grades of D or better in courses that have been elected by the student for pass-fail grading will convert to P. **However, this would not apply to courses in certain IUP programs (to be identified by the dean of their college) that require their students to earn a C or better to progress in the program**. In these cases, C or better grades will convert to P, and D and F grades will remain on the transcript.
g) At the <u>graduate level</u>, the letter grade for which a P can be assigned will be made at the program or college level. In some programs a C grade would be considered an F in a pass-fail system. Students need to contact the Department Chair of their program and/or the appropriate program coordinator.
h) If a student fails a pass-fail course, the student will receive an F or N (non-participation failure) grade which will then be used in calculating the student's grade point average.
i) This policy does not apply for incomplete grades being converted in the Fall 2020 semester.
j) Incomplete designations for Spring 2021 courses may not be converted to a Pass-Fail grade.

Important note: Students should be in ongoing, active discussions with faculty and advisers about academic progress. Using the Pass option should be reserved for extreme circumstances, as there may be unanticipated future impacts.

Specifically, students may need to be aware that the conversion of courses to pass-fail may affect their eligibility for financial aid, visa status (for international students), veterans' educational benefits, scholarships, compliance with accreditation standards, their ability to transfer credits to another academic institution, their chances of being accepted into a post-graduate institution, prospective employment options based on employer or industry standards, or their ability to repeat the course.

It is strongly recommended that students talk to the Office of Financial Aid (if applicable), their advisors, and/or department chairpersons about the potential ramifications of pass-fail grading as soon as possible and prior to submitting their requests for pass-fail grading.

<u>**RATIONALE**</u>:

The Academic committee has discussed in detail the ongoing, widespread effects of the pandemic on students, faculty, and staff. We propose the policy change noted herein. We have proposed this earlier in the semester to allow for strengthened advising, messaging, and planning. In proposing this, we join esteemed fellow institutions such as West Chester University of Pennsylvania, Penn State and Ohio State.

Why we propose this:

Through no-one's fault, at IUP, we have been exposed to extreme stress doubly - not just to the stress of the pandemic, but also the stress of the chaos of change (retrenchment, layoffs, NEXT EGN, et al) and the stress of that chaos. Everyone is trying their best, but constant change is debilitating. Constant stress can have significant health (physical and mental) effects.

In crafting this Spring 2021 policy, as we examined options, we realized that, effectively, "nothing has changed" since fall 2020. To provide further background:

- We have asked for surveys of student situations and SGA surveys results have mirrored what we have heard nationally[1]:
  - Respondents indicated an enormous amount of psychological distress and isolation.
  - Even students who pivoted to online last spring, report consecutive semesters as being more stressful due to the isolation.
  - It has been reported that students are [still] "struggling."
  - [1]Even before COVID, college students are recognized as a vulnerable population, suffering from higher levels of anxiety, depression, substance abuse, and disordered eating compared to the general population.
    - Post COVID, in one nationally reported survey, (71%) indicated increased stress and anxiety due to the COVID-19 outbreak. Multiple stressors were identified that contributed to the increased levels of stress, anxiety, and depressive thoughts among students. These included fear and worry about their own health and of their loved ones (91% reported negative impacts of the pandemic), difficulty in concentrating (89%), disruptions to sleeping patterns (86%), decreased social interactions due to physical distancing (86%), and increased concerns on academic performance (82%).
    - Another published survey found that 45 percent of students across the seven universities experienced a high risk of psychological impacts. Forty percent of students had a moderate psychological impact risk, and just 14 percent of students were in the low-risk category. The found that female students, younger students aged 18 to 24 years, students who had more than eight hours per day of

      screen time and students who knew someone who contracted COVID-19 were more likely to experience negative psychological impacts from the pandemic. (IUP students, in general, are heavily represented amongst the first 3.)

- As we noted in fall 2020, we realized that, despite heroic efforts by IUP and our faculty, what could not be well-factored into the planning equation was the difficulty of tracking everything online, whilst lacking many of the traditional structures that a student would normally have access to in person (tutoring, faculty mentoring, service office interpersonal contacts and face-to-face explanations). And, increased screen time (such as hybrid courses and homework on D2L) contributes to poor mental health.
- The move to on-line learning further exacerbated the already extant socio-cultural gaps between students in prior semesters and nothing has changed.
- On-line learning remains not a preferred or comfortable learning modality for many students, and in fact, many being hybrid still meant that courses were significantly online, if not totally online. Students are having a negative reaction to the asynchronous learning modality which many students find difficult to engage with.
- Many students report continuing to have internet/connectivity issues which contribute to stress and a less than optimum learning situation.
- Significant numbers of students are working extensive hours to maintain finances or to augment family finances.
- We are aware of, and address concerns, such as financial aid, graduate school, etc. within the policy.
- The policy continues to allow for prohibitions against the use of this policy by some.
- That said, we are fully cognizant that there is no perfect policy but did not want to delay its passing as there will be no perfect policy and we wanted to allow for adequate advising time.

Knowing that this is a tenuous time and wanting to support students remaining as students and continuing toward degree progress, we strongly urge passing of this policy.

I. Awards Committee (Chair Paul)
- o Senate Award winners will be announced at our next Senate meeting.

J. Non-Credit Committee (O-Neil)
FOR INFORMATION:

Zoom meeting: Tuesday, March 23, 2021
Attendees: Tess O'Neil, Chair, committee members: Carrie Bishop, Andrew Nutter, Marcy Rearick
Excused: Stan Mukasa, Michael Husentis

Interviewee: Chef Lynn Pike

The pandemic has affected the Culinary as it has all the university. Since they had to shut down in March 2020, this school year began with 'leftover' students from 2020 as well as a new cohort.

Despite the challenges of COVID19, various program activities and changes continued.

PROGRAM ACTIVITIES
- American Culinary Federation Groundhog Chapter, meetings continued
- Escoffier Club name was changed to CBSA Culinary and Baking Student Association
- Open Houses –were virtual since March 2020 and will continue in the Spring.

- Externship and Sponsor Fair will be virtual

Department Changes
- Labs were adjusted to comply with COVID19 safety guidelines
- Baking and Pastry Program was open to first year students

Program Changes
- Support Staff: Retirement of Enid Resnick
- Faculty: Retirement of Martha Blake

Senate Representative Reports
A. University Planning Council (Chair Moore)
  - The UPC is continuing to meet and plan for its rollout of the strategic plan. Please contact me, if you have a group that's interested in having us come talk about how the strategic plan can be implemented in your department, division, or college.

B. President's Athletic Advisory Committee (Chair Castle)
  - No report

C. Academic Computing Policy Advisory Committee (Senator Ford)
  - Our next meeting is on Wednesday, May 5, 2021 at 3:00pm via Zoom.

D. University Budget Advisory Committee (Senator Soni)
  - Our next meeting is scheduled for April 1, 2021.

New Business

Adjournment
  - The meeting adjourned at 4:09pm.

Respectfully submitted:

Amber N. Racchini