A. PRESENTATION: Single LMS – Flexible Implementation Committee
John Wells, Senior Vice Provost for Lifelong Learning
Heather Sharpes-Smith, Executive Director, Online Educational Technology

Senior Vice Provost Wells: As many of you know, the learning management system was one of the key recommendations coming out of the Flexible Learning Task force, which sort of launched the Flexible Learning Implementation Committee. There’s been a long, detailed process of vetting all our different options with respect to the LMS, and we wanted to have a very careful exploration on this front. But really, it's important for us to look at this sort of key piece of infrastructure that provides a unified student experience; it provides faculty with a very stable infrastructure on which to deliver with courses. It's something that the faculty have approached me often with the preference of why are we having to choose between two or more learning management systems? It's been something that we've been wrestling with for quite a while. Jim, do you have anything you want to add to this?

Kurose: Just in terms of governance and transparency, there's been a lot of discussion about this before. It's been talked about in in the UMass news, there was a presentation to the ICTC Subcommittee of the Faculty Senate twice. Most recently, just a couple of weeks ago we talked about this at the flex summit last April, and the Faculty Senate meeting last spring, and in in other venues as well. Heather is going to talk about the listening tour where she and her team have gone out across campus and a number of listening tours to talk about this as well.

Wells: I also wanted to make a make note that Heather is in a new role right now. She's the Associate – Provost for Instructional Design and Technology. Prior to the integration of the two social design teams, we had one that was focused on campus and one that was more online. I think the integration of these groups was a key initial step. I think this next step of a singular LMS will just allow them to operate that much more effectively. I'm going to hand this over to Heather

Associate Provost Sharpes-Smith: Thank you for having me here, and I’m going to go through the presentation, and we'll have a time for question and answer at the end. So, what we keep hearing from students is that they not only want, but they deserve, a unified flexible, and simplified learning experience. So, the current landscape here at UMass is the opposite of that.

Right now, we have two primary learning management systems, Moodle and Blackboard, about 2,700 Moodle courses and 900 Blackboard courses. And that's not including any use of Google classroom as well as class websites.

What we're hearing is that students prefer more cohesive, consistent, and mobile technology experience and our two LMSs is that we have on campus right now, there's limited consistency across the use. Neither one is optimized for smartphone use. Limited optimization is available for Blackboard, and we know that 50% of our students are accessing courses via a mobile device. So that is a very important factor. We also know that many students are using a Moodle for online storage. They like to keep all of their class artifacts in one place, and we've heard that bouncing from Moodle to Blackboard that they’re losing things, and it's really hard for them to keep track of their work as they work through their degree
here at the school. As well as we have numerous other learning technologies in use, and it's really, it's been hard to streamline those technologies. Students as well as faculty, are pointed in various directions and have to follow complicated sometimes instructions, in order to integrate a tool or use a tool within their site. So, one of the things that we wanted to look at was, a unified learning management system where we could integrate and have everything come through that learning management system.

So, I’m going to talk now about the community engagement, and the campus voices and Jim kind of alluded to the tour, and everything that we have done. So, the listening tour was 23 sessions. Of those 23 sessions, 118 participants and over 46 hours of listening and hearing what folks need to say. We had presentations in ICTC as well as the flex summit and as Jim mentioned, two Faculty Senate presentations.

We have sent out and talked about this in the quarterly reports for the flex learning initiative. As well as presented to the MSP Executive Board, as well as the Faculty Senate Rules Committee. We held two town halls, and we advertised those town halls through UMass as well as direct invites through deans and department chairs, as well as also inviting faculty directly.

So, what did we learn? What we learned: the key takeaway was that two systems are confusing for students as well as instructors. We're duplicating staff support the so supporting two technologies. And we need to find a more efficient use of staff resources. Because we are supporting two LMS is right now we are very limited in what we can provide. So, we need technology that can keep up with faculty innovation. We need technology that meets student’s expectations. The quality of the technology communicates to not only students but also faculty the value that the University is placing on their course in their program.

We know the technology facilitates student access to content and course materials. And so, we need an LMS that can support quality, teaching and learning and all modes, that is user friendly, that is accessible, that is capable of handling new integrations with tools seamlessly. These integrations need to be robust, and we need to be able to support collaborations and interactions among students participating among different modalities.

So, the chart that we have up here is the data that we pulled is that we have technical need, we have instructional needs, the user experience as well as campus services. So those are the four categories that we focus. The blue is the expects, the orange is the wants, and the gray column is the needs. A lot of the wants and needs were things that our current school needs.

So, in early spring, 2021, the Flexible Learning Implementation Committee’s technology subgroup developed a strategic vision for institutional technology platforms here at UMass. The technology subgroup, consisting of faculty, staff and administrators, analyzed, based on teaching and learning horizon and trends the top three LMS is available. This included needs assessment, usability studies, and campus-wide listening tours. We piloted Blackboard ultra. We analyzed our current Moodle instance, and we engaged in two pilot rounds with Canvas to undergo technical evaluations that included consultations with faculty, feedback from students, and a strong focus on community engagement throughout the process. You'll see from the chart that I'm showing you is the LMS landscape across U.S. and Canada right now, among Higher Ed. The top three are open Source and I’d like to point out that Sakai is actually on the verge of going out of business.

So, you’ll see the top three are Blackboard, Moodle and Canvas. So, when we were looking at what LMS is to explore this weight heavily as well as reaching out to peer institutions, to see what they were using to meet the needs of, not only flexible learning, but traditional in-person classes as well as online.

So, I want to go in a little deeper to the Canvas pilot. We piloted in the summer as well as fall, and the
summer pilot was a sandbox pilot. This was course design. We wanted to know what we were dealing with first, in terms of the differences between our two LMS and Canvas. So, we pulled in about two handfuls of faculty to go through and transfer their courses from their current LMS into Canvas with support from the instructional designers, and to get feedback on how easy the system was to transfer, and how well items transferred over. And then we are currently in a tail end of a teaching and learning Pilot and where there are over 200 students. And we've so far gotten pretty good feedback from faculty and students on this.

A couple of things, too, I want to mention is Canvas is open source. We know that that’s very important to us. It's also a nonprofit organization.

So, the recommendation, I’m just putting up the roadmap just to show you where we are. We did the planning. We did the needs assessment. We did the technology evaluation. And now we're in the platform selection, which our part is a recommendation.

So, this lays out the entire process. The ones in gray for spring, summer, and fall. Obviously, we're just planning but, those are to come. So, the technology subgroup submitted a recommendation to the office of the Provost and to the CIO to move to a single LMS. And that we recommend that that single LMS be Canvas. The recommendation has been formally endorsed by the Information and Communication Technology Council, ICTC. The flexible Learning Implementation Committee, as well as the flexible Learning Implementation Committee Technology Subgroup. And I want to just kind of reiterate that this is a recommendation. The decision makers are the Provost and the CIO.

So why Canvas? I want to point out all the reasons why we felt Canvas was a better option to our current learning management systems. So, user friendly, I’ll give an example of user friendly from a faculty perspective. If you you’ve set up your course, you have all of your assignments set up, and for some reason or another you need to change the date to one of your assignments. Typically, that was something that the IML would get a phone call about, because it was, I know I have to change it here, but it's showing up in different dates here and here. How do I do it? The good thing about Canvas is, if you were to do that, you would go into your calendar, grab the date, drag it to the new date, and it would automatically update all of that information in every instance across Canvas. So, it's user friendly in ways like that. It's not going to have you spend time on the little details.

It's accessible. It is actually the most accessible learning management system available on the market today. That was very important to us as well. And this is one of the only LMS right now that have a DEI feature built into it, and some of those are, pronoun listings as well as name pronunciation recordings, which is very important to us for the student experience.

The next is resource efficiency. Canvas offers robust documentation so this will allow instructional designers to focus on more in-depth work to support faculty. They have intense tier one support, and with collaboration with the ideas and IML this would allow us to streamline our resources for efficiency. Widespread adoption of hybrid learning models, as we know, or is expected to just row coupled with more demand for flexibility and more remote course options. So, we need a learning management system. That is stronger. That is, cloud-based foundation for production, quality as well as reliability and redundancy. The one thing I want to point out to for resource efficiency is, we've looked at the cost of supporting two LMS on campus and, over the course of five years, with the move to Canvas, the University will save one million dollars and operate in costs.

The next is ample training and support. So, what's great is Canvas offers a base of robust modular training and support, which allows us internally to create what we're calling just in time support for things that we know are specific to our UMass faculty and students so ample support. What this means is personalized consultations, synchronous, synchronous, and asynchronous faculty, development and
training in person and online workshops.

As I said, the training and support model will be modular. It will be flexible to meet the needs of instructors where they are when they are, and students as well as students at different points in their journey. The ideas. Ids, technologists, and support consultants are currently going through in depth in depth, testing, they are attending super user trainings, supporting the pilots and Canvas is providing twenty-four seven live support to both faculty and students, as well as chat and email support and we will be offering workshops every semester, including summer and winter to provide instructor support.

Finally, Canvas offers intensive migration support. What this is the system migrates content in real time. It captures all of the details, quizzes, tests, question pools, all the things that, all the little details student data, and it does an automated process first, and then they comb through it with a human sitting there, coming through each course, one by one, to make sure that everything translated over. If there's a question or a comment, or if there's a feature that is slightly different, they will then reach out to one of my instructional designers and we will work to find a solution for this. If there's any needs for content replacement, they will handle that as well as archiving data, archiving student data course content.

So, this transition, we would do it over two years. So, this is not something we want to rush. We're mindful of what a transition like this would do and we would plan to start this in fall of 2023. As in with most transitions with technology, we do aim to make this as painless as possible, and the instructional design support team is here to help. Right now, we're currently testing this migration tool. We have twenty courses that we have sent over. I went out to each school in college, and I asked for two courses, one that represented a common course for their content area, and one that they felt represented one of the most complicated courses in their area. We sent those over with no instruction, right after the holiday we will be getting a report back to see where we landed with those demo courses. At this point I want to open it up. I'm sure there's questions.

Senator Trim: A number of my faculty have expressed questions about specific aspects of the transition related to uses, affordances of the current LMS that they're using. Where should they direct those questions, or that feedback?

Associate Provost Sharpes-Smith: You can have them directed to myself.

Senator Ramsey-Musolf: Thank you for the presentation, and it sounds as if you're using Canvas like Blackboard, and like Moodle as the foundation for a lot of things to spring from. My question would be then secondary. I'm an instructor who also uses perusal, Voicethread, echo360, and whatever new thing comes along depending on its purpose, and how it works with the classroom. How will you address those secondary software programs?

Associate Provost Sharpes-Smith: One of the things that we looked at when we were exploring the LMS is the amount of LTI integrations. Canvas has the most robust of LTI integrations out there, and what that means is all of those tools, and more, that you listed would integrate seamlessly into the LMS. So, a student would not have to click on a link. It would be built into the course.

So, if you're using any of those, we could say VoiceThread has the ability to build assignments. We could link that through an LTI, and that would connect directly to your grade book. So, it would be a part of your course, and not something that you or the student would have to leave the course and then go back and try to copy grades from an assignment from one tool to another.

So right now, we're focusing on the top priority LTI. But we've just established a LTI governance process and a team, and we are going through and exploring all of those secondary tools that that you're talking about.
B. **ANNOUNCEMENTS**

1. **Principal Administrative Officers**

   **Chancellor Subbaswamy:** I want to take this opportunity to thank the Massachusetts Teachers Association and all the affiliated unions that worked so hard to pass the ballot question #1 the fair shared amendment, as it's called, or a surtax on those making an income place in a million dollars which would go into education, bridges, roads, and transportation. Obviously, this was a long time coming and a lot of the resources they put together to make sure that the voters understood what this issue was, and the I hardly thank them on behalf of the campus and all of public higher education in the Commonwealth of Massachusetts.

   We also congratulate Governor-elect Healy and Lieutenant Governor-elect Drisco, and we hope to establish a close relationship with them as we did with Governor Baker and Lieutenant Governor Polito, and we invite them to campus and hope to introduce them to what their flagship campus can help with their agenda for the Commonwealth. Thank you.

   **Provost Serio:** Thank you, Mr. Presiding Officer. It's my pleasure to announce the launch of this or national search for the next Dean of the College of Natural Sciences, with also my thanks to the interim, Dean Nate Wittaker for his service during this year. The search will be chaired co-chaired by Dean Allison Border, Strauss and Nursing, and Senior Vice Provost for Academic Affairs, and Associate Chancellor Tillman Wolf. I expect that the search will be concluded by the end of this current academic year. I also want to share some good news on the admissions front, we just passed our early action deadline and applications for undergraduate admission are increased by 17.3% over last year's levels.

   **Vice Chancellor Kennedy:** I wanted to make a pitch for the UMAC campaign. This run through university relations the campaign is runs through January 31st. It's to raise money for nonprofits, both in the region and nationally. It runs through January 31st we raised as a campus about $480,000 dollars last year.

   We're hoping to top that this year people can make donations through payroll deduction, or directly. So, I encourage all of you to go to the UMAC site or look for the emails that come from you are promoting the campaign. Thank you.

   **Vice Chancellor Malone:** I'd like to acknowledge, and welcome Laura Vandenberg, Who's currently associate Dean for undergraduate Academic Affairs and the School of Public Health and Health sciences. She'll be joining my office in January as Associate Vice Chancellor for research and engagement.

   Dr. Vandenberg will work on centers and institutes increasing research support services and capacity communication and implementing research components strengthening research components and our international strategy and collaboration with the International Programs office in the Provost office.

   **Vice Chancellor Mangels:** Presiding Officer. Good afternoon. One of the things we're working on is a new travel system. it's called concur, many of you who maybe you've come from other campuses or familiar with the travel system, we're in the process of developing and implementing it with the system office it'll be a system-wide implementation. But it'll have many of the features of a new and modern
A technology system that can allow much faster and more efficient processing of travel and expenses, so we'll be working with a lot of your units and your business officers to make sure that we design a really a much better system than the one we have today. Thank you.

**Senior Vice Provost Hajir:** Just a quick announcement, or report that many of you have seen that SPIRE or has a new look and feel. And hopefully, you have a more fluid experience, even though it may take a little bit of time to have gotten used to it, and I just wanted to thank the registrar's office the IT staff, and lots of other people who worked on this project and brought it forward so well.

2. The Secretary of the Faculty Senate

**Secretary Paik:** Today we have a fairly large number of course and number proposals which will be handled as consent agendas. In addition, we have three policy items to discuss. In terms of upcoming proposals that I’m expecting for the December meeting there are two policy proposals coming down the pike. The first due with the required syllabus statement of Title IX. The second has to do with creating an alternate path for approving program proposals that seek to add courses to meet specific requirements on ARRs.

Thank you. And I wish everyone here at restful Holiday next week.

3. The Chair of the Rules Committee

**Chair Telfer:** We're working on the UMass Amherst logo issue, the Title IX Statement, the Search and Evaluation procedures, human waste resources, childcare, analysis of need, and policy on medical excuses. Thank you.

4. The Faculty Delegates to the Board of Trustees

5. The Representative of the Massachusetts Society of Professors

**Senator/President Liberatore:** Thank you, Mr. Presiding Officer. Hello again. Everyone as ever A pleasure to see you all. I hope that you are those of you on academic year calendar appointments are hanging in there as the end of the semester barrels towards us for quick announcements from your friends at the MSP. First, we passed the Fair Share Amendment $2 billion dollars in new revenue every year to support public education and public transportation.

Question 1 was conceived in the MSP office on our very campus twenty years ago, and we are thrilled that Massachusetts now as a more progressive tax structure that will meet the needs of our communities. At least we hope so.

Second, as the translator noted, the MSP unit raises have finally been signed into law. The House and Senate passed the Joint Economic Development Bill last week, and the Governor signed it on Friday. The bill includes full retroactive to pay back to July 2020. If you were on the UMass payroll then, or remain on the payroll now, we are hopeful that the central system can process these raises quickly and get them out ASAP along, of course, with our retro pay.

Third, we are preparing for bargaining. In some ways it feels like only yesterday that bargaining ended, and our raises came through. Oh, wait! It was just last week, and it is almost time to start again. We have a short but excellent list of principles and proposals that we are looking forward to working on with the Administration. Finally, a reminder to all MSP Members, our fall membership meeting is coming. It is December 9th this year at noon. Please plan to come, and if you're planning to come, please RSVP to the office at MSP@umass.edu Thanks again.
6. The President of the Graduate Student Senate

7. The President of the Student Government Association

SGA President Raza: Good afternoon, everybody my name Shayan Raza. It is truly a privilege and an honor to be here.

My apologies. This is my first faculty Senate meeting in this role. But, like I said, it's really great to be here. I typically have a class conflict at this time. But I did want to be here today to introduce myself and see some familiar faces and see some new faces as well. A couple of updates generally on the SGA side just so you all are aware. There are a couple of projects that have been overarching since the beginning of the year. Some of them are routine SGA things that we do, some of them brand new.

So, we're working on finishing up budgeting for the SGA agencies, which is our larger sort of full student body serving groups on campus, so that includes the student Legal services Office, the Massachusetts Daily Collegiate, the WMUA and et cetera. So, we're finishing up the budget processes for those as well as beginning budgeting for the registered student organizations for next year. So, if any of you work closely with an RSO or an agency please do remind them of the deadlines that are being sent to them almost every week, because those are all coming up very quickly.

We also have begun conversations pretty consistently with senior Vice Provost Hajir, as well as Secretary Paik around the academic calendar, so rest assured students will be attending all of those committee meetings, as well as being engaged in that process with the different folks and areas of campus who will be involved in that.

The names that I generally you should look out for is our Tess Weisman, our Secretary of University Policy. Chris Brady was our chair of Academic Oversight, and Patrick Collins, who was our chair of administrative affairs. So those three would be primarily involved with the Faculty senate processes relating to academic the academic calendar going forward.

And then finally, we are really proud and excited to be wrapping up the issue of the litigation Authority of the Student Legal Services office in conjunction with the Vice Chancellor LeBanc and Chancellor Subbaswamy. We're really grateful for their leadership on that particular issue.

For those of you who don't know the Student Legal Services office is a student funded law office on campus which serves the undergraduate and graduate student bodies. We have a fully staffed team of three attorneys, including our directing attorney Bernadette Stark, and every ten years the Board of Trustee renews the litigation authority of the Student Legal Services Office, and this year is the year in which that will happen.

At December 15th, at the Board of Trustees meeting. We're really excited to have that motion and that resolution for the Board of trustees drafted and sent in. So again, I'm really thankful for Chancellor Subbaswamy and Vice Chancellor LeBanc on their really astounding leadership on that issue and making sure that students have affordable legal representation towards matters not relating to the University, but instead landlords and other off campus off university legal issues.

So that's everything from me again. Thank you all for the time and for having me here, and it’s really excited to continue to work with you all going forward.

8. The Student Trustee
C. QUESTION PERIOD

Samuel Bahou: I’m just a concerned student wondering why the fall semester and the summer both semesters were moved a week back this year, and why it’s changed next year? Was it just something you were trying? I’m just confused.

Senior Vice Provost Hajir: So last year there were four different times at which the Faculty Senate consider changes to this year’s academic calendar, and so was the first time in many, many years that we ended up having commencement during Memorial Day weekend.

A large part of that was to allow for the thirty-day winter session full six weeks of winter session, so which would allow for students to have the opportunity to take two classes instead of one up to eight credits, and to have sufficient time to have the opportunity to be successful in those classes.

So, however, universal feedback from everyone involved is that ending on Memorial Day weekend for commencement has a lot of problems and issues. So that's why we worked very hard for the ’23-’24 academic calendar to have that and the weekend prior to Memorial Day weekend,

So, I’d be happy to meet with you also separately to kind of like walk you through all kinds of, very many considerations for the configuration of the calendar.

D. ANNUAL REPORTS


This Report was Received.


This Report was Received.


This Report was Received.
E. NEW BUSINESS: COURSES
(CONSENT AGENDA)
[A consent agenda may be presented by the Presiding Officer at the beginning of a meeting. Items may be removed from the consent agenda on the request of any one member. Items not removed may be adopted by general consent without debate. Removed items may be taken up either immediately after the consent agenda or placed later on the agenda.]

MOTION: That the Faculty Senate approve the courses ANIMLSCI 494OH, ANTHRO 272, CHEM 595, CICS 109, CICS 110, CICS 141, CICS 160, COMM 373, COMM 374, COMM 377, COMM 372, COMM 376, COMM 408, COMM 409, COMM 627, COMM 705, COMPSCI 524, COMPSCI 564, COMPSCI 565, COMPSCI 614, COMPSCI 625, COMPSCI 648, EDUC 688A, EDUC 754, EDUC 778, EHS 621, FOOD-SCI 521, HISTORY 270, INFO 324, INFO 348, KIN 202, KIN 637, KIN 648, LEGAL 270, LEGAL 322, LEGAL 380, MICROBIO 567, NRC 494EJ, SPP 111, SPP 240, SPP 394L, SPP 398R, SPP 616, SPP 618, and STOCK 586, as recommended by the Academic Matters, General Education and Graduate Councils.

Secretary Paik read the motion.

09-23 Approved.

F. NEW BUSINESS: ACADEMIC PROGRAMS

Secretary Paik read the motion.

MOTION 10-23

G. NEW BUSINESS – ACADEMIC UNITS
MOTION: That the Faculty Senate approve the Reorganization of the Department of Geosciences, as presented in Sen. Doc. No. 23-024

Senator Forrest Bowlick: Thank you very much, Mr. Presiding Officer and Mr. Secretary.

Briefly, this proposal comes about after an extended discussion among our faculty and students working towards renaming our department to better represent the disciplines, the work, and the scholarship that we do in our diverse academic fields represented within the department.

We had, extended discussions that was very deeply got into how we want we should represent ourselves both on campus and an outward facing to not only our colleagues in other fields, but also to students, and so on.

After a very strong semester of discussion, which was done very well, allowed us to very
deeply get into how we wish to be named.

We decided upon the new name, as described the Department of Earth, Geographic and Climate Sciences.

We are very much looking forward to using this new designation to work forward in our various scholastic efforts.

*Secretary Paik read the motion.*

*MOTION 11-23 Approved.*

**H. OLD BUSINESS: POLICIES**

**MOTION:** That the Faculty Senate approve Revisions to the Add/Drop Policy as presented in Sen. Doc. No. 23-025.

*Secretary Paik read the motion.*

*MOTION 12-23 Approved.*

**MOTION:** That the Faculty Senate approve Revisions to the Policy Governing Undergraduate Certificate Programs, as presented in Sen. Doc. No. 23-026.

*Senator Healey:* Thank you Mr. Presiding officer, and thank you, Secretary Paik.

So, several members of the undergraduate Education Council brought to the Council's attention that some students were requesting an independent study option to complete their undergraduate certificate. So, it's all about the certificate programs. And specifically, the current policy approved by the Faculty Senate states that independent study, internships, practica, honors thesis hours may not be included as part of the minimum 15 credit hours required by certificate programs. So that's the part that we were then focusing on.

We had a discussion about, you know, the merits of the current policy, and why one might want to include independent study options. So that discussion centered sort of a pro was that having a course set of courses that constitute the minimum fifteen credit hours on, give a certificate program, really that definition and focus.

So that was a pro for keeping the current policy.

But we also realize, and we discussed in depth that permitting an independent study, and other options really offer students flexibility and finishing their degree, and they complete their certificate program. The other real benefit that we saw was that experiential learning is valuable, and maybe even really be critical in some areas of study.

But we wanted to get feedback from the directors. So, we sent a survey to the fifty-five certificate programs and some we got twenty-nine responses, and this includes both UMass and five college certificate programs. I can give you a break down if anybody's interested.

So, 72% of the respondents said that Yes, they want it to have that option, because that's all it is. It gives for programs flexibility. If they want to allow any ben and study and similar things, they can.
Minutes of the 817th meeting, page
So yes, the directors were, you know, super much already in favor, and so you can see in the motion that the sentence that we suggest it to revise the sentence that specifically prohibits this, and that's in the current policy independent study, internships, practica, and honors thesis credit hours may not be included.

We propose revising that to saying a minimum of twelve credits and a certificate program shall consist, of course, not classified as independent study, internship, practica, or honors thesis.

So that basically, even if the certificate program consists of the minimum fifteen credit hours, they can allow up to three to be used for internship, et cetera. Now to give students flexibility and the opportunity to have into exponential learning as part of their core set of credit hours, and I’m happy to take questions.

Secretary Paik read the motion.

MOTION 13-23 Approved.

MOTION: That the Faculty Senate approve Amendment of Centers and Institutes: Comprehensive Policy on Approval and Review, as presented in Sen. Doc. No. 14-032C.

Senator Normanly: Thank you, Secretary Paik.

So, the Research Council is involved in the review and recommendations around the formation of centers and institutes, we’re one of the councils and committees that is involved in that, and the change to this document on the policy around centers and institutes is in Section 7, where the Faculty Senate Review of the Provost recommendation for termination that was center or institute.

Previously the Academic Priorities Council was called upon by Rules Committee to make a recommendation, and because Research Council is involved in the formation of centers and institutes.

By mutual agreement, we decided that they would also be called upon to make a recommendation in the case of a Provost recommendation for a termination of a Center institute instead of the Academic Priorities Council.

However, the Rules Committee still retains the right and ability to bring in any counselor committee that they deem necessary to hopefully, you know, discuss the proposed recommendation.

Secretary Paik read the motion.

MOTION 14-23 Approved.

I. OLD BUSINESS: ACADEMIC CALENDARS

MOTION: That the Faculty Senate approve Revisions to the 2022-23 Academic Calendar, as presented in Sen. Doc. No. 20-080E.

Secretary Paik read the motion.

MOTION 16-23 Approved.
J. OLD BUSINESS: APPOINTMENTS TO FACULTY SENATE COUNCILS AND COMMITTEES

MOTION: That the Faculty Senate approve the Nominations to Faculty Senate Councils and Committees, as presented in Sen. Doc. 22-083B.

Secretary Paik read the motion.

MOTION 16-23 Approved.

The meeting adjourned at 4:45 pm

Respectfully submitted,
Anthony Paik, Secretary