

University Senate- March 2, 2026



Senate Minutes University Senate Meeting Minutes

March 2, 2026

3:00 - 5:00 p.m.

Zoom

EXECUTIVE SUMMARY

1. Roll Call
2. Approval of February 2026 minutes
3. University President's Report
 - a. Signage on Center Street will be updated. This will take place over the next month or so.
 - b. Official opening of the University Center will take place at a later date, possibly around April 10th.
 - c. Some important dates:
 - i. March 15-18 Middle States Reaccreditation visit
 - ii. Grand opening of University Center March 20
 - iii. March 28 Accepted Students Reception
 - iv. Scholarship dinner on April 9
 - v. Commencement May 8 and 9
 - vi. Economic Summit May 15
 - vii. New Student Orientations all in July this year (7,9,14,16,21,23,28)
 - viii. Welcome Back Week begins August 17 with classes starting August 24
 - ix. Family Weekend will be September 11-13
 - x. Homecoming Weekend will be October 1-4
4. Fix the Agenda for the Meeting
 - a. Approved
5. Committee Reports
 - a. Executive Committee
 - i. Met last week and set the agenda, approved the minutes.
 - b. Academic Affairs
 - i. Met on 2/19
 - ii. Discussed operationalizing the Way of the Warrior
 - c. Rules and By Laws
 - i. Met in December to look at language for online meetings. Will be drafting language to add to the constitution regarding meetings.
 - d. Budget, Finance, and Planning
 - i. To report on estimated savings based on incentive for retirement
 - ii. Have not met since December, new interim CFO will be reaching out to set a meeting
 - e. Campus Life and Inclusive Excellence Committee
 - i. Met last week, one of the goals is to discuss Normal Street repairs. They will happen once construction on campus has finished.
 - ii. Shuttle not currently running on Sunday, has in the past. Will be following up with Frank Gay to see the added cost of expanding.

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- iii. Quality of dining hall food and options discussed. Halal food is labeled in the dining halls as well as food with pork. Will be addressing concerns about dinner options during the weekends.
 - iv. Reached out the Chief of Police on campus to discuss safety on campus and the safe ride program. Will be looking into the program and how it functions.
- f. Research
 - i. Have not met this semester
- g. Free Speech Statement Committee
 - i. Submitted a proposal to be discussed lower down on the agenda
- 6. Student Government Association Report
 - a. Approved ESU college republicans as an official organization, new senators were sworn in on March 19th and all budgets are finalized.
- 7. Middle States Update Presentation
 - a. Schedule is mostly finalized. Everything kicks off on Monday with meetings. Invitations will be sent through outlook if you are requested to attend meetings. Other invitations will go through campus wide email. Visit is meant to be collegial and to provide us with feedback. If you have questions, please feel free to email Michael Sachs.
- 8. Old Business
 - a. No old business.
- 9. New Business
 - a. Free Speech Statement
 - i. Please see detailed discussion below.
 - ii. Proposal: By voting yes, that would pass on the statement to the President and the President's council. Voting no would mean it does not go there.
 - 1. Vote: 83% Yes, 17% No
 - b. Proposal: ESU shall require that all new students submit their enrollment deposits no later than the calendar day immediately preceding the first day of classes for their admitted term.
 - i. Please see detailed discussion below.
 - ii. Amended proposal: To refer this motion to a committee (Academic Affairs), seconded by Kyle Brannigan.
 - 1. Vote: 88% Yes, 12% No
 - c. Proposal: To add a statement to the tech fee funding proposal to read, if decisions take longer than the July goal, applicants will be provided a status update regarding revised timelines and eventual acceptance or rejection determinations.
 - i. Please see detailed discussion below.
 - ii. Amended proposal: To analyze the tech fee process timeline.
 - 1. Vote: 94% Yes, 6% No
- 10. Nominations and Elections
 - a. Nominations are open for all senate positions, nominations can be given to Miguel, Jan, Marguerite, Susan or Brandon. Elections will take place at the next meeting of the year.
- 11. Open Discussion
 - a. None
- 12. Announcements
 - a. None
- 13. Adjournment

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a. 4:58PM



University Senate Meeting Minutes
March 2, 2026
3:00 - 5:00 p.m.
Zoom

IN ATTENDANCE:

Barbosa, Miguel; Boyce, Gregory; Brannigan, Kyle; Brooks, Christopher; Broun, Bill; Carver, Marguerite; Casebolt, Kevin; Chaddha, Dhruv, Chelladurai, Jey; Cole-Malott, Donna Marie; Dailey, Deena; Dillmuth-Miller, Susan; DiPipi-Hoy, Caroline; Domanski, Chris; Dong, Stella; Drummond, Darla; Eliasson, Johan; Fredette, Mary; Geiger, Melissa; Green, Ainslee; Gruniero-Roadcap, Nieves; Hoffman, Jan; Hunter, Lorna; Ju, Young; Kim, Heon; Knickerbocker, Heather; Langan, Brooke; Long, Kenneth; Morris, Kizzy, Mullan, Margaret; Postupack, Mary Francis; Rodriguez, Elaine; Rosky, Jeff; Ross, Jerry; Sachs, Michael; Scott, Elizabeth; Smith, Jennie; Smith, Robert; Snyder, Brandon; Solis, Santiago; Vanic, Keith; Varcoe, Kelly; Watson, Bethanie; Williams, Rosemary Samantha; Williams, Sylvester, Zhang, Shiqi; Zhang, Xuemao

ABSENT:

Ball, Margaret; Cox, Amaya; Ellis, Damaj; Galdieri, James; Gutierrez, Hazel, Harris, Jamar; Jones-Wilson, Michelle; Kish, Tommy; Iandoli, Edward; Kavanau, Chris; Keat, Jan, Kraemer, Josie; Miller, Margaret; Miller, Aianna; Montalvo, Emilie; Nickens, Rabin; Rosen, Melinda; Street, Brian; Scala, Gina; Turay, Ansu; Watkins, Shawn

1. Roll Call
2. Approval of February 2026 minutes
 - a. Minutes approved by general consent
3. University President's Report
 - a. The September 2025 recommendation for improved traffic signage of Center Street with enhanced signage will occur. Installation has begun and the remaining work will occur once the weather improves. This will take place over the next month or so.
 - b. The official opening of the new University Center will take place at a later date. We are waiting on the certificate of occupancy, possible around April 10th.
 - c. Some important dates:
 - i. March 15-18 Middle States Reaccreditation visit
 - ii. Grand opening of University Center March 20
 - iii. March 28 Accepted Students Reception
 - iv. Scholarship dinner on April 9
 - v. Commencement May 8 and 9
 - vi. Economic Summit May 15
 - vii. New Student Orientations all in July this year (7,9,14,16,21,23,28)
 - viii. Welcome Back Week begins August 17 with classes starting August 24
 - ix. Family Weekend will be September 11-13
 - x. Homecoming Weekend will be October 1-4

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4. Fix the Agenda for the Meeting
 - a. Approved
5. Committee Reports- Status Updates
 - a. Executive Committee
 - i. Met last week to set the agenda for this meeting. Approved the minutes. Discussed follow up information from the September proposals.
 - b. Academic Affairs
 - i. Met on 2/19
 - ii. Jan Hoffman: the way of the warrior and operationalized definitions have been discussed.
 - iii. Day and time of snow days discussed because of the amount of snow days we have had.
 - iv. D2L improvements and updates discussed as well
 - c. Rules and By-Laws
 - i. Met in December to look at online language. A small ad hoc committee met to discuss language for online meetings and in person meetings. Will be drafting language to add to the constitution regarding meetings.
 - d. Budget, Finance, and Planning
 - i. To report on estimated savings based on incentive for retirement
 - ii. Have not met since December, new interim CFO, will be reaching out to set a meeting.
 - e. Campus Life and Inclusive Excellence Committee
 - i. Had a meeting last week. One of the goals is to discuss Normal Street repairs. The Borough had in mind to make the repairs to Normal Street, but there are conflicts with the Computing Center and current University Center construction and demolition related. Repair will be postponed until the Computing Center and the old University Center have been leveled.
 - ii. The shuttle is currently not running on Sundays. Some members of this committee are also members of the Parking Committee, so there has been communication back and forth. Discussing the possibility of expanding the shuttle, but this will be costly. Will be following up with Frank Gay to see what can be done. More on that in the next meeting.
 1. President Long: previously discontinued because ridership was low, which meant additional fees. For affordability that was taken away in 2019.
 - iii. The quality of dining hall and options has been a topic of discussion. Recently started labeling food as Halal in the dining halls. Preparing to transition Late Night to the new University Center. This will be piloted from midnight until 1 or 2AM. Food items containing pork will now be identified as well. Given feedback that dinner options need to improve as well. Will be addressing concerns regarding dinner, particularly during the weekends. Feedback will be addressed.
 - iv. Will be following up with Frank Gay about parking questions.
 - v. Reached out to the Chief to talk about safety concerns on campus and safe rides on campus. Sometimes they are late and sometimes students report that they are not too professional. Campus police provide safe rides and promote the use of them.

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1. President Long: the program is offered by the campus police through the students who work at the police department. Drivers are students who are doing the drives. On occasion, there are challenges getting the appropriate number of drivers to do those drives due to too many calls coming in.
- f. Research
 - i. Have not met this semester yet.
- g. Free Speech Statement Committee
 - i. Submitted a proposal to be discussed lower down on the agenda.
6. Student Government Association Report (Amaya Cox)
 - a. SGA approved the ESU college republicans as an official organization, new senators were sworn in on March 19th and all budgets are finalized. There were 71 submissions for budgets this year.
7. Presentation: Middle States Update (Michael Sachs, Kizzy Morris and Chris Dudley)
 - a. Campus community has really helped to get the self-study report finished. The evaluation team will get here in about two weeks. The pocket guide is available with all of the standards and ESU's mission and priorities of the strategic plan.
 - b. Schedule is almost finalized, there will be a series of meetings, dinners and a reception on the 15th of March. RSVP list went out already. Everything kicks off on Monday with meetings with chairs, students, the strategic plan committee. A meeting with the University Senate has been requested for March 16th from 4-4:45pm, location to be announced. Outlook invitations have been sent to all senators, please RSVP. An open forum for faculty, students, and employees will be held. Those will be sent out in a campus wide email to those groups, please attend. When the team gets here and prior to that they will be asking for additional documentation that will come out starting today until they leave. Anyone can be asked for documentation or a separate meeting, if asked, you will get an outlook invitation. All documents should go through Michael Sachs, he will upload the information into the evidence for Middle States. There will be a final meeting for Middle States on the 18th from 10-11 in Stroud Hall 117. This is not the final decision, the final decision will be made in June.
 - c. Those who are coming are peer reviewers from other universities. They will be asking questions about how things work here at ESU, it is not something tense or a cross-examination. Questions and discussions about how things are done here will be covered. Only one is coming from a PA school. They are just trying to understand our process and how we function. This is meant to be collegial and provide us with feedback. If you have questions, please feel free to email Michael Sachs.
8. Old Business
 - a. No old business
9. New Business
 - a. Free Speech Statement Proposal
 - i. An ad hoc committee was formed in October and charged with providing language.
 - ii. Christopher Brooks: the proposal itself was shared with everyone about a week ago. This is just a suggestion, we drew up some language for clarity sake. This committee has no power to make policy. The ad hoc committee has been charged

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with producing a free speech statement for consideration from the President and his council. This is just a suggestion, no more.

- iii. Bill Broun: I think that the need for demonstrating an active commitment to free speech is really important. We have seen some things not just at ESU, but around the country where free speech has been challenged in pretty threatening ways. At ESU, just to look at our own house, we have some growing to do in this area. I don't see the down side of it. In recent years, when free speech has been revisited, it often gets swept into partisan agendas or ideological battles. I really do think there is a non-partisan way of thinking about it and championing it. I know Chris thinks that too, it's an ideal we have tried to enshrine in presenting this.
- iv. Susan Dillmuth-Miller: this statement, modeled after the University of Chicago statement and the Cleveland statement. About 200 universities have adopted it. It's to form a culture of free speech. The essence is to affirm a deep commitment to free, robust, and uninhibited debate on campus. Free speech should be prioritize dover safety from offensive ideas and allow the widest range of speech and protection rather than censoring unpopular viewpoints. So, essentially, free exchange of ideas. That's our role, to grow our students and to debate topics without fear of censorship. We can have time, place and manner restrictions because we want to make sure that we can function, that students can go to class, and that we can continue to function as an institution, and ther there is not safe spaces for silence. We shouldn't be intending to make students comfortable, but rather to make them think.
- v. Jan Hoffman: Obviously I understand the whole idea of free speech, why is this now an issue at ESU? Has this now become a problem for our students? Has this become a problem for our faculty and staff? Do they feel uncomfortable speaking out?
- vi. Christopher Brooks: Back in October we talked about this. I mentioned student teachers being uncomfortable teaching about certain subjects, and then coming to me with that. Students also expressed confusion about what we do have and I was familiar with the Chicago statement and wanted to help this university clarify things. Also important to mention that they're not going to report this to administration because they're scared. If we go back a couple years someone was campaigning from the classroom and students were afraid if they said something it would impact their grades. Also some of the courses I teach, sometimes students just don't know where the line is. And this goes back to Vice President Solis and the really good suggestions about having resources. So this is just the statement part, and they maybe continuing the discussion after the President's council has looked at this, and having a link on the page, but the statement would stand alone.
- vii. Bill Broun: I think for both Chris and I, we are aware of some instances where free speech values seem to be not treated with respect at ESU. People may be reluctant to bring them up because it puts a spotlight on people and then gossip starts. It's pretty ugly and pretty embarrassing. There have been some instances, including quite recently. I don't think ESU has a particular problem, but what is distinctive is that this is an incredibly diverse campus with a lot of different

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people from a lot of different perspectives. We must be pretty close to one of the most diverse campuses. Because of that, it's that much more important to protect the space to speak freely.

- viii. Donna Marie Cole Malott: I'm also curious that if, even if there isn't a problem, wouldn't there still be a need to have a statement so that folks can know where the university stands on the issue?

- ix. President Long: It was a little challenging to get the free speech statement that was out there in place. A lot of work went into creating the opportunity for not just students, but faculty, staff and the general public to make sure we have opportunities for free speech throughout our campus. Dr. Solis lead the time, place and manner statements for the issue and pushing that initiative to get that up in the front of the system. If a recommendation comes to me, I immediately send it to the vice presidents to vet it with their team, and their extended leadership teams. This would include APSCU and SCUPA to weigh in and give their feedback and response. Any changes may be edited at that time, provided back to me in their feedback. I would ask legal council, in the office of General Council, to review it, compare it to the statements that we already have out there, and what has transpired at both other state institutions, throughout the country, but particularly in Pennsylvania and what has occurred in the local courts. They'll give their feedback and their recommendations, and the I'll incorporate that into something that may work for what we have at ESU, and then we'll move forward on that. It's not a very easy process, for something like this. We have to be careful. I think some of you did talk to a number of students over the last month and a half and some of them expressed that they didn't have a problem voicing their opinions and they didn't feel restricted on their freedom of speech. And the question was asked to me, are we creating something that might cause more problems and or draw more attention to us than we want in this hyper-political climate that we're in? What we have in place has been reviewed by both Legal Council and General Council for us. It has also been kicked by FIRE, who reviewed all of our statements for all 14 state institutions at the same time to make sure we didn't have anything glaringly problematic. From a free speech standpoint, and I suggested to President's Council this morning that we even try to bring FIRE on campus, not just to review our policies or our statement, but really to crate more dialogue and education. I think that would be very helpful and beneficial and I would love to look to Professor Brooks and Professor Broun in your expertise to maybe even be a part of some type of dialogue or collaboration in that area, I think it would be beneficial to the campus.

- x. Susan Dillmuth-Miller: any additional comments?

- 1. Proposal: By voting YES, that would pass on the statement to the President and the President's council. Voting NO would mean it does not go there.

- a. Vote: 83% YES 17% NO

- b. Proposal: ESU shall require that all new students submit their enrollment deposits no later than the calendar day immediately preceding the first day of classes for their admitted term.

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- i. Susan Dillmuth-Miller: this was submitted for several reasons. It puts a lot of pressure on the department chairs to find adequate schedules. Class selection is limited, especially for introductory classes, this can be difficult for students.
- ii. President Long: I think that everyone should really look at this, and there's a lot more data that should go along with this before it comes to a vote. I have serious concerns about it and the implications that it has. ESU is a school for access, creating access and opportunity. And as long as I'm here, we're going to do that. We create upward mobility for a vast number of students. And there's a lot of challenges why students may or may not enroll early enough or on time. I think we need to know exactly what the number of students is that will be impacted. We talk about the DFW rates. If we start going down that road, be careful, because there are some programs that have extremely high DFW rates and it's not new students. It's not students registering late. So then when we open that up, we're opening something really big and I think we need to be very careful in what we do. And then if we do that, if we say hypothetically, you know 300 students would not be enrolled in ESU. The financial implications on that are big, but what about the 20% or 30% that are successful. I think there are a lot more questions that I have than answers on this one. And I would encourage everyone to really think hard about what we're trying to do. This not even gets to the point of the decision on what's going to happen ultimately. It really concerns me of us not living up to our true mission of creating access and opportunity for students in our region. 80% of our undergraduate students are from our region. Again, I'm about to testify before Senate tomorrow, more than 50% of our students are Pell recipients, nearly 50% are underrepresented minorities, more than a third are first generation, so there's a lot of things that we need to unpack. I would be more encouraged if we were taking a vote on how do we enhance and access success. How do we make those students who couldn't enroll for other reasons, be successful? Investing in opportunities rather than taking opportunities away. So please take that into consideration.
- iii. Christopher Brooks: this came up in Executive Committee for suggestions, what jumped out to me was the quarter class. This is not a be all end all for every program, but having those might help students still catch up. Provost Ball seemed to be on board with that. Possible get tutors that help as part of their scholarships. My thinking is if I go back to my experiences when I was a Board of Governors Scholar myself here at this institution, I had a tutor. It was part of their scholarship. So, if we want to talk about ways in which we can provide support to students. One way of addressing it would be the seven week courses, and as far as the skill set, I think that we can find a cost efficient way of providing academic support to those students without it costing any more money than we're already kind of giving with these merit scholarships.
- iv. Jan Hoffman: we should be an institution that offers as much to students as we can. We need to give more of the opportunities in term of the courses they are able to get in the drop/add week and the last few weeks of summer. Unfortunately, the classes we'd like to put them in, that we know they need for either their major, or a prerequisite or something else is closed. And then what the alternative is. What I've also learned when I was in the Department of

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Academic Enrichment and Learning, and we did an academic success conference, was an entire program, a full day of our below 2.0 students, we had almost 400 students attend it and we did this in the spring semester. It was a success. Parents were involved, everyone involved. But what it came down to when we did our outcomes is it came down to the end of the day when we did strategic scheduling. We could bring in those students and ask, ok what classes do you need to retake? What classes did you fail? What we learned was a lot of students were taking number 2 after failing number 1. And so, while I'm fully supportive of everyone deserves an opportunity, but I also think it's important to look at how are we supporting those students that we're giving opportunities to and do we need to expand those classes that might be in need?

- v. Darla Drummond: Just to clarify on the proposal, it says new students, so all new students submit their enrollment deposit? Is that new to ESU? Are we only talking about either first semester freshmen or transfer students?
- vi. Rob Smith: When you talk about new students, a new student to the university is a first time ESU student. Whether it's a first time freshman, first time transfer, first time graduate, or whatnot. It's not only first time new students but continuing students that are registering late. So it's a combination of the two.
- vii. Donna Marie Cole Malott: have we surveyed students to ask them why they're waiting so long to pay that fee, or are we asking the students what might be the issue that's causing them to register late? And also, what's the deadline that they have to pay by? How much time do they have?
- viii. Lorna Hunter: The deadline for students is until the add/drop is over.
- ix. Jan Hoffman: There are very few classes available to build a schedule for a student, particularly an incoming transfer, if that's how we're defining first time. I feel like maybe there's just a need. The problem might just be in opening, expanding classes, making more sections.
- x. Jerry Ross: so if the current split is 80-20, 80% failing and 20% succeeding, obviously we have 20% successes, that's great. But we could take this to the extreme and let's say we have the add date all the way until the middle of the semester, or even towards the end of the semester, I'm sure at some point, I could have some savant physics student that could come into my class and make up all the work. But then the other 99 people who attempted to would obviously not. So would we consider that a win condition? Well I found one, so that's worth taking the money from the other 99? It seems morally unfair.
- xi. President Long: I don't disagree with the concept there, but what I said is not to take their money, it's to find avenues for creating success. Because if I use that same scenario, and again, we're using DWF's now, and I look at programs that have high DFW's by a particular faculty member, let's say, should I make that change too? We need to be careful what we are advocating for, because we can go down a slippery slope here, and I don't think we want to look at it from that perspective. There are other causes behind it. Even if you say Professor Ken Long has a high DFW rate, what's the cause of that? I truly don't believe a professor has a high DFW rate because they want to fail more students. I truly don't believe that. I think there's something that's creating that. Maybe the student shouldn't be in that course, so what course should they be in? Should we

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find other solutions? Are we preparing, as Jan said, are we making sure we align them to the right programs based on their preparations for college? What I'm advocating is that we don't say, no, you should not get a college degree because that's not who we are, that's not who I am. I'm saying we need to find solutions to make them successful, and that may be other courses that might be in their best interest.

- xii. Susan Dillmuth-Miller: I know there are other reasons on the list, like just having problems finding classes. I know one of the things we talked about in Exec Board is having them enroll in the 7 week courses that start later and having a provision that the deposit has to be paid before the 7 week course starts.
- xiii. Darla Drummond: I think we have to consider with those shorter courses too though that if you have a first semester freshman, their ability to do well on those courses that are condensed, it's tough. It's a lot and it's not that students can't be successful in it, but are we again, setting students up for failure. We need to look at statistics on that too, to see how successful first semester freshmen are in the condensed courses.
- xiv. Robert Smith: And there are some policy and process dates that have to be honored, too, so we can't forget about that.
- xv. Brandon Snyder: personally, I do think it's an interesting concept. I do think that we can look at the data over the last couple years, and we might be able to get a group of these students together and truly find out what worked for them as they came in a week or two late, and find out what they wish we could have done a better job with. It may involve having to make some sacrifices on our end with different class times, or at least being more aware of certain things, but I think we can rely on some of the students that have come and done this over the last couple semesters, and that might be able to provide us some insight into how to potentially do this better moving forward.
- xvi. Jan Hoffman: I think that's a great idea. First time students could be transfer and I think that's really important. And I think we get the opportunity to see what happens the semester before.
- xvii. Kizzy Morris: I just want to be clear that this is not just an issue that's affecting incoming freshmen. We have continuing students who register late, who if you look at the data, probably resemble the same relating to DFW rates. So I don't know that we have defined the right population. I don't know that we have a true grasp of what the problem is.
- xviii. Robert Smith: It's a great point, because that's why I brought it up earlier, because the collision for new students some times it that continuing students that need the same course at the same time. They're registering late, and they only have maybe 6-9 hours because they started part-time, and now you've got a continuing and a first time colliding for the same experience.
- xix. All right, so the proposal is ESU shall require that all new students submit their enrollment deposit no later than the calendar day immediately preceding the first day of classes for their admitted term.
- xx. Elaine Rodriguez: but we already discussed that we need more data.
- xxi. Elaine Rodriguez: Proposal to refer this motion to a committee (Academic Affairs), Kyle Brannigan seconded.

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1. Vote: 88% YES 12% NO

- c. Proposal: To add a statement to the tech fee funding proposal to read, if decisions take longer than the July goal, applicants will be provided status updates regarding revised timelines and eventual acceptance or rejection determinations.
- d. Susan Dillmuth-Miller: President Long and I discussed this at length during our meeting and he said he would share some of that information with us.
- e. President Long: So the tech fee process is, over the trend of the past several years, it's kind of evolved. The way the process generally works is students pay a tech fee, they pay two fees in addition to tuition and other fees, instructional fee and a technology fee. The instructional fee is designed for instructional goods that the academic affairs purchases, everything from lab supplies to other tools that are used in the classroom outside of technology. And that line gets blurred sometimes because what's in equipment, what's technology, does get blurred. We have an estimated budget for technology fee. We collect half in the fall and half in the spring. Under the leadership of Chief Technology Officer, Rob Smith, they compile a list of the technology needs. They go back to the chairs of each department and they compile the technology they need. So, we know the exact amount because we're doing this after the spring class started. So we know the true dollar amount we have, collected and billed. The technology committee compiles that list and they start working on that in December. Some time around February, March, we have a completed list of all the technology wants. The list then goes to PLT, to the deans. To say, is this a priority list that the committee gave us. And the deans talk with the chairs and they move some things around. Then the dean's list would go back to the provost and the provost would sign off on it and send it back to the technology committee. Not the technology committee has it. The trick part is making sure the pricing is right. And that process should take place during the spring semester, and that's critical to do that process during the spring semester because then you could put requisitions and purchase orders out by May with the goal of getting equipment in, taking 6-16 weeks, or something like that.
- f. Susan Dillmuth-Miller: it seems like they got behind schedule, but usually on the tech fee, it says decisions or goals to be made by July. And you know, we're here in march and some people don't know if their proposal was accepted or denied, and so I know they wanted some clarity on communication, what the status is of their application.
- g. Bill Broun: I'm glad we're talking about this and I would certainly welcome more transparency in the process too. I wish they were all published.
- h. Robert Smith: the other thing we need is, we need 8 people that are willing to come and work hard. So if we can get 8 folks that are willing to come and work hard, then I think it'd make the process a lot easier. It's tough work. So we can put out a call for help.
- i. Shiqi Zhang: I just don't understand the part of Rob's comment is that we the committee has to go finalize and pick the microphone, the example he used, because I've submitted this proposal before and in the proposal is already the expected equipment that these professors proposed to use. So I understand there are a lot of reviewing workings involved in this. But from the Biology faculty member perspective, the timeline is critical for us. One of the proposals we submitted is for the intro to bio labs, which teaches nearly 200 students, without a proper timeline we are unable to finalize our lab procedures for these students. So that's why we really want. We would appreciate a clear

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communication and timeline about the decisions, whether it's a rejection or an exception, so we are able to plan ahead for the students.

- j. Susan Dillmuth-Miller: so could there be communication that went out? That just said that we are delayed. What I'm hearing is that we want some communication, whether their proposal was accepted, rejected, why, you know, delayed.
 - k. Robert Smith: Yes, there's a lot of things we can do. It's just we need to sit down and work it out. We got to put together the fine point.
 - l. Jan Hoffman: So how can we identify a team? How can we pick whoever is best?
 - m. Robert Smith: I think for me, I would look to the Senate. The senate can develop their criteria to say, these are the folks that I think would best represent and we can go from there. Again, if it's gonna be a true collehial process, right? And if we're really going to democratize the system, that's how it needs to be done.
 - n. President Long: Well, I'm actually going to suggest maybe not the Senate and suggest possible the Chair's council.
 - o. Susan Dillmuth-Miller: so perhaps someone wants to entertain maybe a more general proposal.
 - p. Brandon Snyder: Honestly, I think it would be good to explore the whole tech fee proposal process, but I think the tieline is the bigger piece here. I'm not sure if the April deadline is truly the best deadline at this point, until it might be a bit later in the year when you have a better sense of truly how much money is truly here to distribute.
 - q. Susan Dillmuth-Miller: so maybe analyzing the timeline of the tech fee process?
 - r. Robert Smith: Yeah, Brandon's absolutely right, because this is what you want to find out. I second Brandon's proposal.
 - s. Proposal: to analyze the tech fee process timeline.
 - i. Vote: 94% YES 6% NO
10. Nominations and elections
- a. Brandon Snyder: just so the senate is aware, nominations are open for all senate positions and nominations can be given to Miguel, Jan, Marguerite, Susan or myself. Please make sure to bring any of these nominations to use prior to the next meeting. Then the elections will take place at the next and final meeting of the year for any of the senate positions for the 26-27 school year.
11. Open Discussion
- a. None
12. Announcements
- a. None
13. Adjournment: 4:58 PM