

University Senate

April 2, 2025 | 2:00 P.M. | SBUS 140 & Zoom

- Meeting Minutes: S. Sangregorio

Senate Membership Attendance

Voting Members in Attendance:

J. Baldwin LeClair, S. Bellum, A. Beringer, A. Broderick, L. Carr, D. Chong, S. Collins, C. Dilkes, T. Gorman, E. Jacobson, A. Korotkin, R. Kunstadter, P. La Fountain, L. LeFever, S. Mamonov, C. McKinley, V. Nauta, N. Panorkou, C. Reinisch, I. Ren, C. Rodriguez-Unalt, A. Rzepka, S. Sangregorio, D. Trubatch

Voting Members Missing:

S. Baglieri, C. Baird, D. Blake, L. Gavin, O. Gharehgozli, M. Heller, M. Houston, M. Kamenetskiy, S. McCarthy, D. Peterka-Benton, K. Temoney

Meeting Documents:

https://drive.google.com/drive/folders/1Itol64k6RS3oHFZf0M6YDsqtKrTWjah2?usp=drive_link

Meeting Minutes

1. Call to Order

- **Call to Order:** 2:10 PM
- **Shannon Bellum** welcomes the group to the Senate meeting.

2. Call to Quorum

- **Tim Gorman** and **Sarah Sangregorio** confirm that we have a quorum.

3. Land Acknowledgement Statement

- **Shannon Bellum** reads the land acknowledgment statement.

4. Senate President Welcome

- **Shannon Bellum** reminds those assembled that the stack system is used for senators' questions and comments, requiring attendees to state their identity aloud for accessibility. Attendees who are not Senators - voting or non-voting - should refrain from speaking out or raising concerns before the designated section of the agenda.

5. Reminder of Meeting Recording Policy

- **Tim Gorman** reminds attendees that a [bylaw was passed in November](#) regarding the recording of University Senate meetings, which includes rules regarding the use of recording assistive technologies and the recording of the meeting by members of the media. **Tim** reminds the group that he will field requests for authorization to record a meeting in advance of the meeting. **Tim** spells out his e-mail address: gormant@montclair.edu. **Tim** also states that the minutes of the meeting are the official record.

6. Approval of the Minutes

- **Shannon Bellum** calls for the approval of the March minutes.
 - The motion to approve was made by **Laureen LeFever**.
 - **Christina Dilkes** seconds the motion.
 - The minutes are approved by acclamation.

7. Update from VP Dawn Soufleris

- Merger of the Office of Social Justice and Diversity (OSJD) into the Office of Student Belonging (OSB)
 - The Office of Social Justice and Diversity was created with specific cohorts in mind, but the idea was broadened to have a student belonging focus.
 - The Dean of Students Office now focuses on student engagement and student belonging.
 - Moving the Office of Social Justice and Diversity into Student Belonging made sense to integrate services and support for students to have a sense of belonging.
 - The move was planned, but happened sooner in response to executive orders from Washington, which accelerated the process.

- **Dr. Soufleris** did not want a target on the back of the OSJD to prevent them from providing the services of the Office that they have offered the entire time they have been active.
- Four professional staff members from the Office of Social Justice and Diversity are now part of the Office of Student Belonging in a new subunit called Advocacy and Outreach.
 - The Advocacy and Outreach subunit will continue to serve the following populations: the queer community, men and women, multicultural groups and community, and the University community with services like the [Red Hawk Pantry](#) and [Rocky's Closet](#).
 - MSU wants to make sure to continue all of the services so that our students feel supported.
- The group now has over 10 professionals, ensuring cross-pollination and cross-programming. There are belonging opportunities that are not only offered for those established groups, but also where our students have intersectionality.
 - [Julia DelBagno](#) runs the student engagement side.
 - [Adela Caceres](#) runs the advocacy and outreach side.
- “We are feeling very, very confident that this continues our commitment to serving students, continues our commitment to ensuring that our students are engaged, and also have a sense that this is their home and that they have support.”
- The team is trying to be laser-focused on our mission to create an environment for students to engage, to belong, to be successful, and to graduate. “We want to be a welcoming place for all of the students who are here.”
- The student government is going to have a town hall next week that Dr. S will attend to talk to the students and answer their questions. The staff has been meeting with students to assure them that services and support will continue, with even more opportunities to provide the community with student groups.
- “Our work will continue. As you can imagine, our work is never-ending.”
- **Shannon Bellum** asks about the nomenclature change of LGBTQ to [Queer Community](#).
 - **Dr. S** states that other universities have also named their centers Queer Centers or Q Centers. She stated that queer is the umbrella term for LGBTQ+ and allies. The University is falling in line with what other institutions are doing by using the same nomenclature

and including allies. **Dr. S** stated that she believes the term queer is more inclusive as of recent times. “As a parent of a queer child, I will tell you that queer has been embraced and brought back into the LGBTQ plus community as a sign of inclusivity, and so we shouldn't be afraid to say that and feel that this better represents the opportunity to support all of our students, including allies.”

- **Alicia Broderick** appreciates the switch of terminology to queer center and hopes that it is inclusive of neuroqueer individuals. She asks: in what timeline may additional marginalized communities be explicitly articulated in the mission of the office, reflected on the website, and where are there events where students can see themselves reflected? **Alicia** states that she is primarily inquiring about disabled students, but also any other marginalized communities that are currently explicitly served under the office.
 - **Dr. S** states that changes on the website are still in progress. The initial focus, because of the proximity to the end of the semester, was to update titles and organize the people in the offices. Collaboration has increased between the two offices to start. The plan is to have the assistant dean work with the sub-groups to do one-, three-, and five-year long-term planning for the entire department after graduation. They want to work to see what other groups can be included in student belonging and what they can do in terms of advocacy and outreach.
 - By the fall, the website will have more inclusivity.
 - Part of that will be including students who identify as having disabilities. The Disability Resource Center does a lot and does the compliance piece when it comes to accommodations for students with disabilities.
 - “What we would like to see is the broader side of it, where there is this community and advocacy and outreach, and we think that being in a center of student belonging will be the right place for it to be.”
 - **Alicia Broderick** states that the disability caucus is happy to serve as a resource and a support.
- **Adam Rzepka** inquires about reactions to the Department of Education orders and how they have been implemented. He comments that the changes made to the OSJD and the OSB mirror Columbia’s recent response that the changes they made were already planned, but were happening at an accelerated pace. He wonders about the line between what was already planned and what was done in reaction to the DOE

orders. He also inquires about terms that have changed, like LGBTQ+ changing to queer and the terms social justice and diversity.

- **Dr. S** states that the change to a queer center has been in the works since she came in. Her previous institutions had a Q Center/Queer Center. LGBTQ+ is still in the definition of what the queer community is.
- “We are not shying away from using the letters and the acronym. We just want to be more current and also have a little bit more of an umbrella.” The acronym can still miss other identities that are not included. Queer community incorporates those identities not in the acronym and allows for a very clear place for allies at Montclair.
- **Dr. S** also states that the President and Vice Presidents have been discussing the situation since February 14, and the university has been regularly meeting with the President, General Counsel, and allies at other institutions to stay updated on current events and share what is being done in response. The university is focusing on its website and examining its programs to prepare for being called out by the presidential administration. The driving force is the potential loss of Pell funding, as 57% of Montclair's students are federally funded. The university is not taking any drastic steps at this point, but is reviewing everything to ensure its accessibility. The General Counsel is working with the General Council at other institutions and the Attorney General in New Jersey to provide updates. The university is closely monitoring the situation very closely and is likely to address any other changes. Currently, the focus is on the OSB and how to support students, as well as immigration and other issues.
- **Adam Rzepka** asks if the use of the terms social justice and diversity was a factor in the absorption of the OSJD into OSB.
 - **Dr. S:** “Having those terms in the title made me concerned that they'd become a target. And I don't want that group to become a target. I want them to focus on all of the work that is in their mission, which is to support our students, create community, have a safe environment for all of our students, and make sure that they feel like they belong.”
- **David Trubatch** states that there is a lot of concern and fear, which is reflected in personal communication and the comments in the meeting. The communication regarding changes to the website was not as transparent as the explanation just given. Communication about the website changes being in line with the new way we are discussing the

larger organization should be clearer. There should be wider communication that the website is in flux to mitigate misunderstandings as to why content is changing/is now missing from the website.

- **Dr. S** is in contact with Student Communications and the University Marketing and Communications team to work on that. She states that the website needs to be updated as a whole, but she states that she will make a concerted effort to see if she can have the website reflect that it is a work in progress. She also stated that she had to do the personnel reorganization and renaming of positions before the website could be updated.
- **David** states that there should be a clear venue for contacting.
- **Dr. S** states that if anybody has any questions or sees anything or wonders where things are on the website, to e-mail her or contact the Dean of Students Office or Dean Marjorie Coleman-Carter directly.
- **David** states that he viewed the OSJD as not part of the Student Development and Campus Life group because the entire university has a stake in social justice and diversity. It was not clear that OSJD was a student-facing group, so there was confusion about it moving into the OSB.
- **Dr. S** states that there was confusion about the OSJD name when she arrived. Cohorts of the OSJD were student-facing. Bringing the cohorts together from OSJD and OSB and the staff together allows them to expand what cohorts are represented under the larger OSB group. She is hoping to also include more staff resources to support the expansion to these other cohort groups. “That has become a pillar of what we do in student development and campus life: student belonging, student engagement, basic needs, and holistic wellness. Those are the things that we spend our lives on every single day.”
- **Elaine Gerber** messages from the chat: “Faculty and staff supposedly have different channels to address social justice and diversity (e.g. HR).”
 - **Adam Rzepka** messages from the chat: “HR is not a mechanism for addressing social justice or diversity, unless one has a workplace complaint related to one’s status as a member of a protected class. It does not present or provide student resources related to social justice and diversity, for example. And it does not announce to the public that social

justice and diversity are values at MSU beyond what is legally required.

- **Ruth Kunstadter** wants to make a note that trans students at Montclair “are really feeling under attack and very, very anxious. I would hate to see them thrown under the bus for the sake of whatever we need to comply with or complacency. What are we doing to increase mental health services for them as they go through this really rough time?”
 - **Dr. S** states that her youngest is trans, which has made her personally into a huge advocate for the trans community. “In no way will we leave our trans students behind.” They will have support of the OSB and the MSU Queer Community.
 - **Dr. S** also states that **President Koppell** stated that he wanted to meet with MSU’s trans students “to ensure that they know that they’re supported and we are not leaving them behind.” She is working with **Darius Edwards** to organize that venue for communication.
 - **Dr. S** mentions that there has always been a relationship between the OSJD and Counseling and Psychological Services (CAPS) to ensure that queer students - and trans students - have the care they need and that they receive support not only for mental health, but also their physical health. “You may not know this, but we have nurse practitioners who have specialized and have been trained to provide hormone therapy and trans health support. They have certifications in that, and so that will continue.”
 - **Dr S:** “This is primary on my mind, not only because I care about these students, like they’re my own, but I also have a trans child that I’m petrified about what this world is coming to, and I’m very lucky that they are bright and strong and have a wonderful support system. But I also want to make sure that all of our students have that same kind of support system. So I want to be very clear that we are not leaving anyone behind and making sure that all of our students, including our trans students, feel supported through this very difficult time in our country’s history.”

8. Report from the SGA President

- No report.

9. Report from Senate President

- **Shannon Bellum** states that the Senate has received the tuition policy revision recommendation responses from the President, which you can find in the Senate shared drive and posted on our Senate web pages.
 - Of the five recommendations, one was accepted, and the other five were recommended for elected negotiations. You can read the full responses from President Koppell.
 - **David Trubatch** puts the link to recommendations on the website into the chat: <https://www.montclair.edu/university-senate/recommendations-statements-and-reports/>
- The Senate also received the supplier diversity policy recommendation response from President Koppell. The full text is detailed, so the Senate is recommending reading the full response from President Koppell.
- The executive board is gathering feedback on the upcoming restructuring of CHSS by asking for questions and concerns through a survey. The Senate will compile the information for the administration and senators. They plan to follow up on the Space Survey and follow up with VP Ben Durant.
- One of the senators asks about the close date for the CHSS restructuring survey.
 - **Shannon** states that there is not currently a close date, but when the date is determined, a notice will go out with at least 24 to 48 hours' notice.
- **Shannon** states that the Dean search guidelines are still being held for the second read.

10. Council Reports

- **Academic Affairs (David Trubatch)**
 - No written report, but David made the following comments:
 - “The University Senate has a custodial role, in my view, when I think of our perspective as a custodial role of stewardship, of shared governance. So there are places where, even if the Senate is not engaged with the substance, the Senate's role is to advocate and assure and steward practices of good governance and shared governance.”
 - **David** has been working with the UCC as a Senate member to develop a renewed charge and bylaws, which will be approved by the joint endorsement of the Provost and Senate. The Senate has a role in ensuring the curriculum process is robust and proper, supporting appropriate roles.

- **David** states that the Senate is also involved in the restructuring of CHSS, ensuring appropriate consultation and good practices of shared governance. The Senate and Academic Affairs Council are working to ensure appropriate consultation and good practices of shared governance in the restructuring process. They are currently conducting a collective information survey to share voices and support faculty and staff in organizing a shared voice.
- **David** explains that the Council has also discussed the importance of free expression in the face of external pressures.
- **David** discusses three areas of support the Senate can provide: academic freedom in terms of the classroom and scholarship (enshrined in a statewide negotiated agreement), collective responsibility in areas like curriculum that are the stewardship of faculty and staff, and giving input to administrative decisions and actions. The role of the Senate is to promote good processes and support shared governance.
- **David** encourages faculty and staff to take initiatives to set the standard right, such as adding information about inclusive teaching on the university website. Academic freedom allows it. The Senate and Academic Affairs Council are ready to support these initiatives.

- **Administrative Affairs (Lauren Carr)**

- **Dean's Search Procedures**

- **Shannon Bellum** and **Lauren Carr** met with the provost on the Dean's Search Committee procedures. Wording was changed in the recommendation, such as:
 - "In the first paragraph, it says discussions within search committees are typically confidential. In accordance with the university, we just switched it to goals to represent its community."
 - An additional change is that the committee will recommend two or three highly qualified candidates to the Provost/Senior VP for Academic Affairs
 - The document is posted in the [meeting folder](#) for Senators to read.

- **University's Workday Student Project**

- The Workday Student Timeline has been posted for Senators in the meeting folder.
- **Deborah Stahl** was on the call if there were any questions on Workday Student.

- **Deborah Stahl** added the following to the chat: If anyone has questions now or in future about Workday Student, feel free to reach out to me at stahlde@montclair.edu, or at workdaystudent@montclair.edu. We will be making more opportunities to ask questions/get involved this spring and in the fall.
 - **Arnold Korotkin** delivers the Safety Committee Report:
 - The Safety Committee met on March 18 to discuss the following items:
 - accessibility improvements in compliance with the Americans with Disabilities Act on the Montclair and Bloomfield campuses
 - improved lighting is being installed around the student center
 - transitioning to cooling mode for campus buildings on April 15th in the hope of warmer weather.
 - Professors are urged to include fire evacuation procedures in their syllabus templates. The next meeting is on April 15, Income Tax Day.
 - **Adam Rzepka** asked if the council has a copy of the phase one report of the space study.
 - **Shannon Bellum** reminds **Adam** that that is covered in her report at the top of the meeting. The Executive Board has requested it, and will look at it and share it out when it is ready.
- **Student Affairs (Pascale La Fountain)**
 - The team is working on several issues, including trans student belonging, restroom access, and academic calendar feedback surveys.
 - They are working on corrections to restroom access descriptions on the website and identifying the right contact person to make these corrections more public.
 - A new academic calendar feedback survey has received 56 faculty responses and 175 student responses, which are being compiled into a report.
 - The Council is also working on the federal work-study calendar and payment schedule, with issues such as students being asked to work earlier in the semester and lab spaces having to cut their hours. The Council is working to understand why these students are not allowed to work longer this semester.

- The Council is working on campus food insecurity and a report, and aims to involve the Senate in these initiatives.
- A recent grade grievance question has been raised about the role of the Disability Resource Center in faculty resolving these issues.

11. Standing Committees

● Elections (Tim Gorman)

- **Tim** announced the completion of the spring election cycle and the opening of constituency elections. He mentioned that they have not received official results from the at-large elections and will announce them via all-users.
- **Tim** also mentioned that they are running constituency elections for numerous seats across every college, faculty, and staff. Users are advised to look in their inbox for the call for nominations, which will be sent via a Google Form system.
- **Laureen LeFever** will be handling all matters related to the CHSS faculty election so Tim can run for his seat. Users will receive an email about the nomination process.

● Constitution (Erik Jacobson)

- **Erik**, on behalf of the Constitution committee, apologizes for the confusion caused by the language in the third and final version of the constitutional revision regarding professional staff members being elected in an at-large capacity.
- The revision aims to be inclusive of all professional staff, including those not assigned to an academic unit, on campus. The initial versions only mentioned professional staff, but the revision now includes non-academic professional staff. The intent is to ensure that those at large professional seats are available to all staff, including those not assigned to an academic unit.
- The committee will look to revisit the constitution to revise the language, and the committee hopes not to need to go through three readings again.

● Just and Sustainable Practices (Erik Jacobson)

- The committee's next meeting is scheduled for Monday on Zoom.
- The survey on service will be released on April 22

- A table will be set up at the Earth Day event on the student quad. The committee is also planning to develop Earth Day as a month for sustainable practices in April.

12. NAAL Report

- **Laura Field** gave the following report for **Catherine Baird**:
 - The Local has been actively providing workshops this semester, with Jonathan Howell and Sue Baglieri holding a well-attended reappointment, tenure, and promotion workshop on April 14. An online workshop will be held for Bloomfield faculty to cover reappointments to promotions. The deadline for applying for the BKMBUW scholarship and the Bloomfield College of Montclair State University Scholarship Award (for full-time undergraduate students) is Friday, April 11, at 4:30 pm.
 - The May membership meeting will be rescheduled for two events: to honor scholarship awardees and to hold the final meeting of the semester. Officers have also been busy off campus, attending the annual Women in Leadership Development Conference and the annual conference about collective bargaining in New York City. The theme of the conference was the defense of higher education and collective bargaining, and the officers learned a lot from the experiences.

13. Adjunct Union

- **Mary Wallace**:
 - Mary's report is added in the chat: HR has set up with the adjuncts a series of 4 labor-management meetings a year. Our first meeting was two weeks ago and was very productive. 5 of our officers were in attendance and the HR team got to meet our team. Issues were discussed and several resolved. We shared with them our motto "Solve problems, not file grievances!" and these meetings will certainly help.

14. Voices of the Community

- **Caucus Reports**
 - **Disability Caucus**
 - **Elaine Gerber** writes in the chat:

- Disability Caucus: The Caucus met on March 24th and had a Community Conversation with Ashante Connor and staff of the Office of Inclusive Excellence. In mid-April, our Caucus will be holding officer elections. Please ensure your membership is in good standing if you'd like to participate in our elections. The new Executive Board officers will be announced and introduced at our April meeting (April 28th, 2-3 p.m.). Thank you 😊
- The next (last) general meeting of the Disability Caucus will be held on Monday, April 28th, 2-3pm, via zoom (link on website)."
- Montclair Votes (no report)
- Open Floor
 - **Ethne Swartz (Global Reach Task Force)**
 - "On Tuesday, May 13, we are hosting an event on campus. We wanted people to be aware that more information would be forthcoming, and the event is going to be interactive, focused on shaping Montclair's global vision, supported by the Provost. We have a keynote speaker, Harvey Charles, a leading voice in international education and global engagement. He is currently Vice Provost for International Affairs at the University of Minnesota."
 - **Denise O'Shea** from the Library puts this into the chat: "Tomorrow, the libraries, together with the Provost's Office, are honoring our 2025 University Authors at a reception in Sprague Library 2:30 - 4 pm. Dessert & refreshments will be served. Please join us in celebrating your colleagues who published new books since our last reception."

15. Report from the Administration

- **Provost Junius Gonzales** introduces the three topics for this month's report from the administration.
- The **Provost** states that he hopes that "we can think about ways to continue to scale, even in times of very, very challenging resources."
 - Study Abroad (Tim White)

- Looking to scale up [study abroad](#) capabilities using pre-approved course equivalents
- **Tim** provides an overview of the credit-bearing study abroad structure, including the differences between semester exchange vs semester affiliated and the importance of course equivalencies for DegreeWorks.
 - Semester affiliated means tuition is being paid to a third party.
- He highlights the difference between J-Term experiences and Summer Programs.
- Students can take advantage of study abroad opportunities that can be as short as a week or two versus the traditional semester model.
- Faculty and advisors are integral to encouraging student participation and confirming the value of study abroad.
- **Tim** highlights exchange locations, bringing attention to the 75th anniversary of the partnership with University of Graz.
- He highlights the National Student Exchange, which is a network of 180+ colleges and universities that have exchange programs with Montclair state. The tuition is the same as Montclair tuition, but housing is at a different rate.
- There are opportunities internationally as well as domestically. (HBCUs and other states/Canada/Puerto Rico)
- **Tim** explains the process for faculty and chairs to work with the [International Academic Initiatives office](#) to create pre-approved course equivalencies for students to take for study abroad opportunities.
- There will be an [International Advisory Committee event](#) on May 13th.
 - **Pascale La Fountain** asks in the chat: Do we have a vice provost for international affairs at MSU?
 - **Ethne Swartz** responds in the chat: Pascale, no we do not.
 - **David Trubatch** writes: Closest might be Katia Paz Goldfarb, Associate Provost for Hispanic Initiatives and International Programs
 - **Ethne Swartz** added a [document into the chat](#) about the event.
- New Center for Teaching and Academic Innovation & the Teaching Innovations Program (Jessica Murphy)
 - The Center for Teaching and Academic Innovation is moving forward, taking some of the work of the Office for Faculty Excellence, which has been successful with teaching instruction. The Center is bringing these ideas to the

Academic Affairs Council of the Senate for discussion. One of their first activities is the [Teaching Innovations Program](#), which has been in existence for two years and will be continuing for the third year starting this summer. The call for the program was sent via email and encourages people to consider ways to incorporate career tracking or experiential learning into their classes. This collaboration is part of the Career Services area. The Center is also working on the Student Success research and insight insights arm, which is expected to become a reality within the next six months. Jessica is excited about the potential of these initiatives and is excited to take over with enthusiasm.

- The **Provost** highlighted additional initiatives like HBCU exchanges and institutions in Georgia. The Hispanic Serving Initiatives are going well and is currently partnering with the University of Illinois at Chicago to help develop proposals for programming.
- **Pascal La Fountain** asked **Tim White** where faculty can find information to help their students find a good fit for studying abroad.
 - **Tim White** stated that there is a [tool on the IAI website](#) for course equivalents. He is hoping to advertise these equivalencies to students in a way that is more grassroots and matches how they would search, including building items in DegreeWorks.
- **Provost Gonzales** asked about the frequency of “study away” in the past and mentions current pilots at UNLV/the Grand Canyon.
 - **Ruth Kunstader** mentions that there was a staff member in charge, Wendy Goldberg-Simon, but she retired.
 - **Tim White** states that the main coordinator for semester abroad programs is the official NSC advisor and MSU is an active member of the National Student Exchange. They have successfully conducted a record number of both inbound and outbound semester National Student Exchanges, but need to ensure all students are placed in appropriate courses. They work closely with the registrar to ensure students are placed appropriately as juniors or sophomores. The first student to go to a historically black college and university in the Virgin Islands was a study abroad student who returned for another transformational experience.
 - Incoming semester national student exchange students have shown a strong interest in Montclair, leading to degree seeking students.
 - The semester model is up and running, and one student has been awarded an exchange spot in Hawaii, demonstrating the interpersonal skills of the coordinator.
 - Short-term programs have been college or school-directed, with the School of Communication and Media being active with the study away model over spring break.

- **David Trubatch** brings up that departments controlling their web pages, is a complex issue and not the only channel for information dissemination. They encourage careful consideration of students' and faculty and staff advisors' feedback on where they might look for information.
 - **David** also mentions the need for course equivalent committees and the need for an academically-based policy to recognize and recognize chairpersons as important leaders. He suggests that this policy should be based on academic standards and not just administrative tasks. The speaker recommends consulting the policies committee, which has reviewed and published a published policy, to ensure clarity on the process and ensure that updating the web is not just an administrative task but a valuable resource for students and faculty alike.
 - **Tim** states that the precedent extends decades for the chair of a department to be responsible for reviewing syllabi, course descriptions, and instructors' CVs to ensure they are an appropriate equivalent. This practice is widely accepted in both public and private universities, as it ensures the academic governance of the curriculum. In the education field abroad, it is highly standard for the chair to be involved in curriculum governance, ensuring the curriculum is up-to-date and relevant.
 - **David** states that there should be a policy and that work should start with the Academic Affairs Policy Committee in the Provost's Office.
 - **Shannon Bellum** acknowledges the uneven application of the process. In her department, the chair does not review but the faculty do, but the equivalencies go through her to the appropriate reviewer. She suggests that standardization could be beneficial, as it allows for a more consistent approach and can help identify areas where faculty members are struggling. They suggest that standardized processes could help streamline the process and ensure the best possible outcomes.

16. Meeting Adjournment

- **Shannon Bellum** calls for adjournment.
- Moved by **Pascal La Fountain**.
- Seconded by **Tim Gorman**.
- **Meeting adjourned: 3:27 PM.**

