

**Minutes of the College Assembly Meeting
April 7, 2016**

MEMBERS PRESENT

DEANS: R. Bucciarelli, B. Clemmons, J. Herron

ASST. DEANS/DEPARTMENT CHAIRS/DIRECTORS/ADMINISTRATORS: N. Berger, J. Dunning, P. Farrett, C. Green, T. Orosz, C. Pean, L. Rodriguez-Gregory

FACULTY: J. Applebee, F. Burke, K. Costanzo, H. Hyman, L. Nagarajan-Iyer, M. Paquette, N. Picioccio, C. Quillen, J. Saborido, E. Schatz, E. Shur, H. Swanicke, L. Tobin, C. Wathen

STUDENTS: K. Baker, A. Noto, H. Oshun, B. Rodriguez

SUPPORT STAFF: M. Capurso, J. Ciellesz, M. Curry

TASK FORCE CHAIRS:

Academic Standards:

Accessibility: N. Malyk-Selivanova

Bylaws: D. Gardner

Campus Diversity: C. Quigley

Campus Life and Community Concerns: K. Costanzo

Curriculum: N. Picioccio

Educational Resources: C. Vassiliadis

Guests: A. Abreu, J. LaPerla-Morales, P. Madama,

Parliamentarian: J. Kruszewski

MEMBERS ABSENT

DEANS: M. Brinson, D. Edwards

ASST. DEANS/DEPARTMENT CHAIRS/DIRECTORS/ADMINISTRATORS: R. Feldman, D. Groninger, K. Hooper, M. Nester

FACULTY: E. Dikun, R. Levi, L. McCaskill, T. O'Reilly, R. Thompson, T. Young

STUDENTS: M. Bello, T. Donato, D. Fuentes, M. Maciejowski, C. Ogbonna, V. Sanzone, B. Toure, S. Wiczerzak, Z. Zhang

SUPPORT STAFF: N. Fazekas

*****Please note: Verbatim minutes of College Assembly meetings are available by request*****

With a quorum present, Chairperson Hope-Claire Holbeck called to order the April 7, 2016 meeting of the College Assembly at 2:05 PM, in the Rose M. Channing Danziz Amphitheater, L'Hommedieu Hall.

To accommodate a scheduling conflict, Dr. La Perla Morales presented Certificates of Recognition to outgoing members of the College Assembly at this, the April meeting, rather than the customary May meeting.

As the March 3, 2016 meeting of the College Assembly was unable to convene due to lack of quorum, the February meeting minutes were submitted for approval. There were no minutes for March to approve.

APPROVAL OF MINUTES:

Motion to accept minutes

Mot: K. Costanzo **Sec:** M. Paquette

Vote to accept minutes

Fav: 31 Opp: 0 Abst: 0

The minutes are accepted as presented.

UNFINISHED BUSINESS:

None

REPORT OF THE STANDING TASK FORCES:

Academic Standards: Prof. Tracy Young, Chair not in attendance

Reports scheduled for presentation postponed to May meeting

Accessibility: N. Malyk-Selivanova, Chairperson

AC1516-01: Explore the possibility of performing a survey to assess physical and programmatic access and services for individuals with disabilities. Consider the needs of faculty, staff and students.

A full copy of this report is available at the College Assembly Office

Bylaws: D. Gardner, Chairperson

BL1516-03: Consider formally adding the position of Parliamentarian to the College Assembly Roster, with the stipulation that the position be a non-voting member.

Recommendations: The Bylaws task force recommends the following:

1. Two positions, Parliamentarian and Parliamentarian alternate, be added as non-voting members of College Assembly.
2. The Parliamentarians receive professional training opportunities.
3. The Parliamentarians are to be appointed by the College Assembly Chairperson.

Rationale:

1. Robert's Rules advise large assemblies or organizations to employ a professional Parliamentarian "...where the transaction of business is apt to be complex...[and] ...to assist with any questions that may arise in interpreting bylaws and rules or in connection with the work of the board and of officers or committees." (Robert III et. al. 465).

According to Robert's Rules, the role of a Parliamentarian is that of an expert in the rules of Parliamentary procedure. Much of the work required of a Parliamentarian is completed before general meetings. In this regard, the Parliamentarian works closely with the Assembly Chairperson, officers and committee chair people. As a consultant, the Parliamentarian may attend committee meetings if requested to provide advice or guidance regarding Parliamentary procedure (Robert III et. al. 608 - 609).

During a meeting of the general assembly for which Parliamentary protocol is being followed, the role of a Parliamentarian is in the capacity of an advisor and consultant to the Assembly Chairperson (Robert III et. al. 608 - 609).

Importantly, a Parliamentarian is not a member of the organization for which they serve, thereby reducing the possibility of bias. Hence it is recommended that the role of Parliamentarian be that of a non-voting member of the College Assembly Roster. (Robert III et. al. "Officers, Minutes and Officers' Reports").

2. As described previously, Robert's Rules advise employing a professional Parliamentarian. As such, it is the recommendation of this committee that the College offer and pay for formal training to those who wish to serve as a Parliamentarian.
3. According to Robert's Rules, it is solely within the purview of the Assembly Chairperson to choose and appoint a Parliamentarian (Robert III et. al. 465).

Reference:

Robert III, Henry M., and Sarah Corbin. Robert. *Robert's Rules of Order Newly Revised*. 11th ed. Philadelphia, PA: Da Capo, 2011. Print.

Prof. Holbeck stated a point of clarification: According to page 21 of the Bylaws, Article XI 1.1101 clause 3 stipulates that “no motion, discussion, or vote on this recommendation will be entered at this time” but will occur at a subsequent meeting. Therefore, at our next meeting on May 5th we can have a motion to accept, discuss, and vote to accept or reject the recommendation. Please note that any amendment to the Bylaws requires a 2/3 vote.

BL1516-01 Review the Bylaws for clerical and grammatical corrections

Part of this charge is to update Appendices E and F, regarding current positions in Administration and Support Staff. The Task Force was unable to address this charge for the 2015-2016 academic year as updated comprehensive information regarding the current administrative positions at the College was not made available to the Task Force.

Campus Diversity: C. Quigley, Chairperson

CD1516-01: Investigate merging the Campus Diversity Task Force with the Campus Life and Community Concerns Task Force. The rationale is based on the Diversity Task Force having few to no charges to address in recent years. As diversity is an important and inherent part of our campus life and community, it seems as if these two task forces are strongly interrelated and should function as one body.

RECOMMENDATION:

- 1) Campus Diversity Task Force to remain as a separate task force.
- 2) The College Assembly will undertake a review of the charter of the Campus Diversity Task Force to ensure that the mission reflects current requirements. As stated in the By-laws, the Task Force on Campus Diversity is chartered as follows:

Studies and recommends policy regarding:

- A. The degree to which the curriculum reflects diversity issues such as the impact of race relations and cultural pluralism on learning.
- B. The inclusion of all faculty in the creation of curriculum and methodology.
- C. Defining and responding effectively to diverse student concerns.
- D. Efforts by the College to foster civility and respect for differences.
- E. Programs to facilitate the professional development of faculty and staff to enhance effective service to a diverse student body.

RATIONALE:

Our analysis consisted of a multi-step process in which we reviewed the diversity policy statements on the websites of the community colleges in New Jersey, and then conducted a review of all charges put to

the Diversity Task Force since the 2002-2003 academic year. Our findings revealed that while early charges fell within the stated purpose of this Task Force as outlined in the By-Laws, more recently charges to the Diversity Task Force were in fact more appropriately addressed within Campus Life and Community Concerns. The early charges focused on the points identified in the Task Force's charter, e.g., to develop a definition of diversity as it applies to MCC, to study the state of civility at MCC, and various charges to assess the campus climate regarding diversity.

Prior to reaching our recommendation, we interviewed various faculty, staff, and deans to determine their understanding of the role of the task force and found a wide range of opinion as to its focus. Also, in these discussions, there was a wide range of responses when asked about diversity at MCC and progress made regarding diversity issues.

Task Force members - including our student members - felt strongly that maintenance of a separate Task Force on Campus Diversity serves as an important vehicle for sustaining awareness of MCC's focus on the benefits derived from upholding the College's goals and mission in service of our diverse student population. Diversity is one of the College's core values, and the presence of the Task Force on Campus Diversity within the College's shared governance body is a reflection of our belief in that core value as a vital component of the Middlesex County College community.

Further, given the trend we discovered during our review of prior years' charges put to the Task Force on Campus Diversity, it is appropriate to revisit the charter as defined in the By Laws and ensure that the charter, as stated, reflects the purposes and functions that will best serve the college community.

Motion to accept recommendation:

Mot: F. Burke **Sec:** C. Wathen

Vote on recommendation

Fav: 30 **Opp:** 1 **Abs:** 0

Motion is passed

CD1516-04: In light of recent retirements and hiring trends over the past 10 years, it seems the representation of minorities amongst full-time, tenure-track faculty is decreasing. Investigate the representation of full-time, tenure-track minority faculty on campus, hiring statistics of minority faculty in the last 10 years, and possible ways to increase the number of minority faculty.

RECOMMENDATION:

- 1) Human Resources will expand utilization of minority recruiting sites to post open positions at Middlesex County College.
- 2) A representative from Human Resources will be added as a permanent member of the Task Force on Campus Diversity.
- 3) Human Resources will develop a hiring policy statement that reflects the College's desire for a diverse faculty reflective of our student population.

RATIONALE:

Our analysis of IPEDS faculty demographic data for the past years reveals a disparity between student and faculty demographics. Research reports that student learning is increased when both the faculty and curriculum are diverse (Goodman & Bowman, 2014; Hurtado, 2001). Therefore, taking action to move the diversity among full-time tenure track faculty to more closely mirror that of our student population is warranted.

However, the Task Force felt that the skills and experience necessary to enact our recommendations fall outside of the scope of the Task Force. For this reason, our recommendations are to enlist Human Resources to create appropriate policy and recommend minority hiring job posting sites that will support achievement of our recommended hiring initiatives.

References

- Goodman, K. M., & Bowman, N. A. (2014). Making diversity work to improve college student learning. *New Directions For Student Services, 2014(147)*, 37-48. doi:10.1002/ss.20099
- Hurtado, S. (2001). Linking Diversity and Educational Purpose: How Diversity Affects the Classroom Environment and Student Development.

Motion to accept recommendation:

Mot: H. Oshun **Sec:** K. Baker

Prof. Dunning pointed out that the rationale for the recommendations did not adequately answer the charge as put forth to "Investigate the representation of full-time, tenure-track minority faculty on campus, hiring statistics of minority faculty in the last 10 years..."

Ms. Quigley acknowledged that the Task Force was unsuccessful in procuring specific data regarding hiring statistics for minority faculty over 10 years, and pointed to the available information as provided by IPEDS (Integrated Post-Secondary Education Data System.) She inquired as to what additional information the body would like the Task Force to pursue. Prof. Dunning suggested the number of people interviewed, to whom the position was offered, how search committees are formed, and details of the process for hiring new faculty. He suggested requesting the information from Human Resources.

Ms. Quigley assured the body that the Task Force had, indeed, requested such information from Human Resources on more than one occasion.

Prof. Schatz suggested that, if the information isn't currently available, something be done to assure more transparency in the process moving forward.

After some discussion as to the voting on this recommendation as one unit rather than three items, Prof. Burke *called the question*. Prof. Berger seconded.

Calling the Question

Fav: 7 Opp: 18 Abs: 0

Calling of the Question fails

Discussion continued to address the options at hand: offer an amendment to add or delete items or withdraw the recommendation. Dean Orosz commented that there didn't appear to be anything objectionable in the recommendation as presented and that the issue could be further addressed with a new charge for the following year. Prof. Dunning contended that the recommendation did not address the original charge.

Ms. Quigley reiterated that the data was not made available to the Task Force, so they used the best source they could, IPEDS, to try to address the charge.

Vote on recommendation

Fav: 5 Opp: 13 Abs: 9

Motion Fails

Campus Life and Community Concerns: K. Costanzo, Chairperson

As this report from the Campus Life Task force was left off the original agenda, Prof. Holbeck requested and received unanimous consent to allow the recommendation to be presented.

Charge # 2: CL1516-02 Examine the directional signage in all campus buildings for adequacy, clarity and efficacy in directing students to classrooms and department offices. Rationale: Some buildings, for example Raritan Hall, have confusing floor plans and the students are continuously confused in finding their classrooms, faculty and department offices.

Recommendation:

The committee reviewed this charge and approved by a majority vote to recommend an improvement on the existing directional wayfinding signage. Examples of some signage should include: restrooms, classroom numbers and suites, faculty offices, departmental offices, lounges, computer labs, etc.

The committee understands that, for reasons detailed below, the room numbers that exist already cannot be changed. With this in mind, the committee recommends the building's wayfinding signage be improved using the existing room numbers that are in place.

Rationale:

The campus's classrooms, departmental and faculty offices need to present in a way that all students, staff, faculty and guests can be directed to a room more efficiently. When the directional signage is available, it reduces the chances of people becoming confused and will help guide them to the proper "check-in" destination. Also, when people know exactly where to go and can follow a directory, it can reduce the crowd distractions and increase the flow of student/ visitors volume. Strategically placed directional signage can also alleviate the need for staffing and will help make sure that their walk through the building is adequate allowing them to comfortably become familiar with the building's layout.

In the event of a campus emergency, it will also aid in the evacuation plan and make it much safer for people to know the direction needed to exit the building.

The committee likes the way Crabiel Hall displays the room numbers by protruding the classroom numbers so that they are perpendicular to the wall. This way, everyone can glance down a hallway and see the rooms much clearer.

Improvement of the existing signs should be adequate and easy to read, also. Directional signage should mark "You are here" on the maps. The committees also thought that a large map should exist in the main entrance of each building.

Regarding the previous suggestion of changing classroom numbers for better clarity, Prof. Kathy Costanzo reached out to Dr. Mark McCormick, VP of Academic and Student Affairs, via email. Dr. McCormick then reached out to Mr. Donald Drost, Director of Facility Management, to review this question with Prof. Costanzo.

Prof. Costanzo received an email back from Mr. Donald Drost with the following response: "While we agree that some of the room numbers in campus buildings don't make sense, I would not recommend changing existing room numbers for safety reasons. The existing room numbers are programmed into the fire alarm systems and are also incorporated into the college's emergency management plan. This plan is shared with public safety agencies at the local, county, state and federal levels. If there were ever an emergency on campus, the college would not want to take a chance that these agencies would respond having the incorrect room number information. Aside from the safety, changing any room numbers would be an enormous undertaking as the building systems, class schedules, directories, etc. would all have to be revised." For these reasons, it is not feasible to change classroom numbers at this time.

Motion to accept recommendation:

Mot: L. Tobin **Sec:** C. Pean

Vote on recommendation

Fav: 30 **Opp:** 1 **Abs:** 0

Motion passes

Curriculum: N. Picioccio, Chairperson

Prof. Picioccio requested and received unanimous consent for block courses, HIN121 and HIN 122, and Liberal Arts CHN additions.

HIN 121 Elementary Hindi I

HIN 122 Elementary Hindi II

Motion to accept recommendation:

Mot: F. Burke Sec: T. Orosz

Student member Kaitlyn Baker asked if there would be a placement test. G. Abbott, Chair of ESL and World Languages, responded that there would indeed be a placement mechanism.

Vote on recommendation

Fav: 30 Opp: 1 Abs: 0

Motion Passes

Liberal Arts and Fine Arts degrees—addition of CHN 121 and CHN 122 as humanities electives

Prof. Picioccio requested and received unanimous consent for block courses:

Change In Curriculum Approvals			
Liberal Arts: Additional Foreign Language Electives			
Division	Department	Degree	Option
Arts & Sciences	History and Social Sciences	Liberal Arts	African-American Studies
Arts & Sciences	History and Social Sciences	Liberal Arts	General
Arts & Sciences	History and Social Sciences	Liberal Arts	Genocide and the Halocaust
Arts & Sciences	History and Social Sciences	Liberal Arts	History
Arts & Sciences	History and Social Sciences	Liberal Arts	Philosophy
Arts & Sciences	History and Social Sciences	Liberal Arts	Political Science
Arts & Sciences	History and Social Sciences	Liberal Arts	Psychology
Arts & Sciences	History and Social Sciences	Liberal Arts	Social and Rehabilitation Services
Arts & Sciences	History and Social Sciences	Liberal Arts	Sociology
Arts & Sciences	History and Social Sciences	Liberal Arts	Social Sciences
Arts & Sciences	English	Liberal Arts	Cinema Studies
Arts & Sciences	English	Liberal Arts	English
Arts & Sciences	English	Liberal Arts	Journalism
Arts & Sciences	English	Liberal Arts	Writing
Arts & Sciences	ESL/Modern Language	Liberal Arts	Modern Language
Arts & Sciences	Health, Physical Ed, Recreation, and Dance	Liberal Arts	Dance
Arts & Sciences	Health, Physical Ed, Recreation, and Dance	Liberal Arts	Phys. Ed/Rec
Arts & Sciences	Visual, Performing, and Media Arts	Liberal Arts	Music
Arts & Sciences	Visual, Performing, and Media Arts	Liberal Arts	Theatre
Arts & Sciences	Visual, Performing, and Media Arts	Liberal Arts	Visual Arts
Arts & Sciences	Visual, Performing, and Media Arts	Liberal Arts	Communication
Arts & Sciences	Visual, Performing, and Media Arts	Fine Arts	Art
Arts & Sciences	Visual, Performing, and Media Arts	Fine Arts	Music
Arts & Sciences	Visual, Performing, and Media Arts	Fine Arts	Theatre

Motion to accept recommendation:

Mot: M. Paquette **Sec:** H. Swanicke

Vote on recommendation

Fav: 31 Opp: 0 Abs: 0

Motion Passes

Report:

CU1516-02 to revise and update the curriculum manual via a joint sub-committee with the Academic Standards Task Force has been withdrawn by the maker of the charge. Aside from this joint charge which has been withdrawn, since the Curriculum Manual is usually shepherded by the Curriculum Committee Task Force, the Curriculum Committee is still making revisions to the Curriculum Manual as part of what should be an annual update process.

This year, updates to the Curriculum Manual will include filled in examples of curriculum items utilizing the new forms that went into effect this past September 2015, as well as clarification of procedures that have been in place for the past several academic years.

These updates to the manual will not revise existing curriculum policies nor standards.

The updated Curriculum Manual is anticipated to be completed by the end of this academic year and will be posted on the InfoNet where it normally resides.

CU1516-03 to examine the current curriculum forms to assure alignment with state requirements and regulations has been addressed by having the Vice President of Academic and Student Affairs, Dr. Mark McCormick, meet with the Curriculum Committee several months ago. Dr. McCormick presented a review of the course, degree, and certificate approval processes up through the state level. The conclusion of Dr. McCormick's presentation identified the need to begin including a course approval document processed at the state level which will be attached to the Middlesex course approval document beginning this upcoming Fall 2016 semester. Degree and certificate level forms processed at the state level will be addressed at a future time.

It has also been suggested that the Curriculum Committee evaluate whether it is feasible to streamline the course, certificate, and degree approval processes for those items which go through the full approval process here at the college. The Curriculum Committee has concluded that since the current approval process, which can require up to 9 signature levels of approval, is now normally completed in approximately a 2 month time span, that all the stake holders at the 9 levels of approval remain as part of the approval process and to keep the approval process in place as it currently stands.

Educational Resources: C. Vassiliadis, Chairperson

ER1516-01 Update the Acceptable Use Policies for computer facilities, which have not been updated since 2000

Recommendation:

The committee recommends that an ad hoc committee is formed to work together with the Executive Director of Information Technology to update the Acceptable Use Policies for computer facilities. This committee should be represented by appropriate stakeholders on campus including computer science faculty, IT staff and CELT members that are most involved with the use of computer labs.

Rationale:

The reason for our recommendation is that we feel many faculty members and staff who use the computer facilities extensively should work with the Executive Director of Information Technology and help with their input to update these policies.

The committee feels that computers and their use have significantly changed since 2000. This makes it very important to review and update these policies to reflect on the current use of computers in general and in particular in regards to the use of social media.

Motion to accept recommendation:

Mot: T. Orosz **Sec:** C. Wathen

Prof. Schatz indicated that she would like to see students specifically mentioned among the “stake holders.” Dean Orosz offered an amendment to state, “The committee recommends that an ad hoc committee is formed to work together with the Executive Director of Information Technology to update the Acceptable Use Policies for computer facilities. This committee should be represented by appropriate stakeholders on campus including, *but not limited to*, computer science faculty, IT staff and CELT members that are most involved with the use of computer labs.”

Motion to accept amendment:

Mot: E. Schatz **Sec:** H. Hyman

Further discussion addressed that the amendment did not guarantee the inclusion of students as requested by Prof. Schatz. Dean Orosz adjusted her amendment to read, “...including, *but not limited to*, computer science faculty, IT staff, CELT members and students.”

Motion to accept revised amendment:

Mot: T. Orosz **Sec:** J. Herron

Vote on revised amendment:

Fav: 30 **Opp:** 1 **Abs:**0

The amended recommendation was read to the plenary as follows:

“The committee recommends that an ad hoc committee is formed to work together with the Executive Director of Information Technology to update the Acceptable Use Policies for computer facilities. This committee should be represented by appropriate stakeholders on

campus including, *but not limited to*, computer science faculty, IT staff, CELT members, and students that are most involved with the use of computer labs.”

Motion to accept the recommendation as stated

Mot: M. Paquette **Sec:** E. Shur

Vote on recommendation as amended:

FAV: 31 **Opp:**0 **Abs:**0

Motion passes as amended

New Business

No New Business

Report of the Chair

1. The following curriculum item, approved by the Assembly at the February 4, 2016 meeting has been signed by Dr. La Perla and forwarded to the VP of Academic and Student Affairs for implementation:

CSC 060 Introduction to Personal Computing

2. The following Fast Tracks have been approved since the February 2016 Assembly meeting:

ACC 222 Fraud Data Analysis

Remove ACC 223 – Fraud and the Law as the prerequisite and/or corequisite for ACC 222 – Fraud Data Analysis and replace with ACC 221 – Fraud Examination.

BUS 101 Business Organization and Management

Change in Course Title to BUS 101 – Introduction to Business

ENG 009 Writing Skills for College I

Place on inactive status

ENG 121 English Composition I

Change in prerequisites

The prerequisite for ENG 121 will change to: a passing score on the College placement test; OR a grade of “C” or better in ENG-010 and RDG 011 (RDG 011 can be a co-requisite); OR a grade of “C” or better in ESL 097 and ESL 098.

ENG 122 English Composition II

Change in prerequisites

The prerequisite for ENG 122 should simply be listed as ENG 121 with a grade of “C” or better.

RDG 009 Reading Skills for College I

Place on inactive status

EDU 280 Education Field Experience

Due to changes in New Jersey State regulations pertaining to teacher certification, sophomore field experience must increase field observation from 45 hours to 50 hours in the field.

MAT 101 Freshman Mathematics I

change title to “The Mathematics of Money.”

MAT 101 The Mathematics of Money

Change course description

MAT 102 Freshman Mathematics II

change the title to “A Survey of Mathematics.”

MAT 102 A Survey of Mathematics

Change the course description

MAT 009, 010, 010 A, 010 B, 013A, 013B, 014A, 014B, 060, and 080

Placed on inactive status

MAT 013

Remove the course **MAT 010** from the prerequisite. The prerequisite should read “appropriate score on the College placement test.”

MAT 116, 123, 129A, 129

Remove the courses **MAT 014A / MAT 014B** from the prerequisites.

3. The recommendation from the Academic Standards Task Force and approved by the Assembly at the February 2016 meeting regarding Charge **AS1516-05: Early Warning**, has been signed by the President and forwarded to the VP of Academic and Student affairs for implementation.

Prior to approving this recommendation, Dr. LaPerla-Morales and Dr. McCormick questioned whether or not the recommended changes would result in an actual increase in faculty participation in the early warning process. It was concluded that the recommendation would be approved, but that assessment of the number of faculty participating during academic year 2016-2017 was warranted to see if the changes were effective.

It is the hope of the Assembly that all academic departments will notify their faculty of the importance of participating in the newly renamed and revised Academic Performance Notification system as its intent is to improve the retention and success of our students.

As a point of interest, Drs. La-Perla-Morales and McCormick opened a conversation on the need to improve the format in which early warning notification is sent to students. A recently developed video message was demonstrated as a more effective alternative to the lengthy letter the students currently receive. As the College Assembly's principle purpose is to recommend policy rather than procedures, the details of administering the changes to the newly renamed Academic Performance Notification falls to President of the College and the administrative staff.

The next meeting of the College Assembly will be held on Thursday, May 5, 2016 at 2:00 PM.

Prof. Holbeck urged the College Assembly members to plan to attend the May meeting, as it would be the final opportunity to conclude business for the academic year.

RECOGNITION AND HEARING FROM THE PUBLIC

Student College Assembly member Brandon Rodriguez addressed the body regarding a Leukemia fund raising walk planned for Thursday, April 28 at 6pm, as well as a new group forming on campus, L.O.V.E., which hopes to affect positive change in the campus community.

ADJOURNMENT:

Motion to Adjourn

Mot: C. Pean **Sec:** M. Paquette

Adjourned: 3:17

Certificate of Appreciation Recipients

Jennifer Applebee

Kaitlyn Baker

Modupe Bello

Mirian Curry

Taylor Donato

Peter Farrett

Nancy Fazekas

~~Fannie Gordon~~

Don Groninger

Risa Levi

Matthew Maciejowski

Lee McCaskill

Lakshmi Nagarajan-Iyer

Michael Nester

Alyssa Noto

Theresa O'Reilly

Halimat Oshun

Nicholas Picioccio

Brandon Rodriguez

Lisa Rodriguez-Gregory

Ellen Shur

Helena Swanicke

Birane Toure

Christine Wathen

Samuel Wierzchak

Zhiyuan Zhan