

- g. Question: Is average GPA out of 4.0?
 - i. Weighting does matter, so for example, AP courses are handled differently in GPA calculation. Everything is recalculated to be on a 4.0 scale, however.
- h. Question: What is the university's target number for committed students in the fall?
 - i. Response: We are aiming for between 1450 and 1500 commits, which is around largest first year class ever. Currently at 934, and we expect to get around goal.
- i. Question: What kinds of events are offered for graduate student recruitment?
 - i. Response: Clifton Griffin would be best able to answer that question. His office is attending graduate fairs and career fairs to recruit. Working closely with program directors to help them with strategies, such as program marketing. Dr. Griffin is also working with Graduate Student Council members to leverage their position with peers to get into classes, go to SGA, etc. to support better recruitment. Still looking for new strategies.
 - ii. Response from Senator: There is a large machine for undergraduate recruitment and enrollment. Can any piece of that help with graduate enrollment?
 - 1. Several offices are involved in both undergraduate and graduate recruitment, so parts of the machine are already aiding graduate recruitment.
 - iii. Response: With new Graduate School, we are better positioned to come up with new ideas.
- j. Question: If we get that big first-year enrollment, do we have enough First-Year Seminars?
 - i. Response: Currently, we are in good shape there.
 - ii. Another response: A common question is, "How are our first-year classes so large without our overall numbers getting back to old numbers?" The answer is that we used to have way more transfers: nearly 1000 in the fall. Those numbers have plummeted, so we are trying to make that up with graduate and first-year enrollment.
- k. Question: Used to be that about 45% of new class was transfers. What about now?
 - i. Response: Perhaps 500 transfers and 1400 first years now.
- l. Question: More info on demographic shift and what plans we have to meet that shift?
 - i. All marketing materials from recruitment side should accurately represent visually what student body looks like. We do not want those to be overly aspirational (displaying something that we are not). We want to look more like Maryland demographics. Office of Diversity and Inclusion does more to support students who are here. Admissions tailors imaging and language to try to match that.
- m. Question: What should Faculty do to help meet demographic shift?
 - i. Students want to talk to other students more than Faculty. If Faculty have students doing interesting things (internships, jobs, grad schools, etc.), we need to promote that. So if Faculty have students doing that, share that with Allen Koehler to highlight it.
- n. Message Allen Koehler on Microsoft Teams with questions.

4. Questions for President's Chief of Staff

- a. Question: How did end of legislative session go?
 - i. Response: The bill about graduate programs (see notes from 3/26 Senate meeting) passed. The Maryland Senate was unhappy about the same thing SU was unhappy about: limiting what schools could submit new graduate programs. The Senate won, so Maryland House took away those problematic things. We have not yet seen bill that was passed on the floor. We have been told there was a clerical error, but we do not know what that entails. One of two things might happen: Either they realize they voted on the wrong thing on the floor, in which case Governor probably will not sign it. Or they might have uploaded the wrong thing to the website, in which case they will eventually upload the correct thing. If they voted on what we think the final bill was, SU is happy about that. We are still trying to understand where funding for Key Bridge will come, so we are waiting to see how that will impact us. Overall, Maryland and SU are in a good spot. Other USM institutions are talking about layoffs, but not SU, which has a strong fund balance. That is separate from our Foundation endowment. It is our rainy day fund. SU still does not have final numbers. USM got final capital budget yesterday; Governor added about \$19M for Blackwell renovations and other projects, and legislature (which can remove funds from Governor allocations) did not take any of that. Eastern Shore has lost political influence in Annapolis recently. That is part of reason why President Lepre is over the bridge a lot advocating for SU with legislature, Governor, and Board of Regents.
- b. Question: Do you know if President Lepre will be available for any more Senate meetings this semester?
 - i. Will not be here for parts of week of 4/22; unsure after that. President Lepre is open to meet at alternate time. This was the case with previous Presidents: They would be at Senate meetings for long stretches, then not.

5. Announcements from the Senate President

- a. Asking Senators to let Faculty know about shared governance meeting on April 24 at 3:30 pm in Perdue 156.
- b. Reminder: SU hosting next CUSF meeting on 4/26. President Lepre will give greetings.
- c. Reminder to designated Senators: Get committee reports by 6/1. Send to Senate President and cc Senate Webmaster.
- d. Shout out to individuals working on outstanding charges. Try to get them in before last Senate meeting, which is May 7.
- e. Summer Advisory Committee with Provost needs members for summer meetings. Senior senators from each unit will find one person who can do it. That committee meets three times in summer to work on pressing issues that come up during summer. Upcoming Senate President sits on that committee.
- f. Two Senate meetings left. Last Senate meeting is joint meeting between current Senate and next year's Senate. Try to make sure new Senators know to be there.

- g. Had motion last time for creating working group for Faculty involvement in shared governance. Senate President has heard from a few people but not from all units, so try to find people for that.
6. Committee reports
- a. Long Range Academic Planning (LRAP) Committee report: Chair of committee gave comments. The committee focused on interface between SU strategic plan, USM strategic plan, and Blueprint for Maryland's Future, the last of which is largely about K-12 but has important parts affecting higher education.
 - i. Key issues to be aware of: Blueprint is putting students on a track after 10th grade: career technical education (CTE) or college track. Expectation is that they will be 100% dual enrollment students in 11th and 12th grade, which is over a thousand students in Wicomico County. Report talks a lot about what to do with these students. Are students coming to SU? Are SU Faculty going to high schools? Are we having high school teachers teach SU classes?
 - ii. This affects SU teaching positions. Should we try to set a goal, e.g. 70%, of SU courses taught by tenure-track Faculty? We cannot have a binding commitment, but we could still have goals.
 - iii. CSA, Writing Center, Counseling Center, DRC all affected and will have to think of how to support these new students.
 - 1. Counseling Center is the only one who feels prepared to handle all of this (mostly due to Timely Care).
 - 2. The Writing Center already needs to turn away a large percentage of students.
 - 3. There are models for early college programs that leverage high school funds for these resources.
 - iv. Question: Does 100% dual enrollment mean no more AP classes?
 - 1. Response: That is a good way to read it.
 - 2. Another response: A lot of desire with lower shore counties to partner with SU here. There is a dual enrollment webpage.
 - 3. Another response: We currently have about 70 dual enrollment students here. How to support all these new students once Blueprint takes affect?
 - 4. Later clarification: AP classes will still exist because one of the high school tracks involves them.
 - v. Question: Does "100% dual enrollment" mean 100% of students will do dual enrollment or 100% of those students' courses will be dual enrollment?
 - 1. 100% of their courses, so basically their first two years of college would be during high school. For the most part, our new gen ed stuff will mostly be done during high school, and we would lose out on that if we do not have those students here.
 - vi. Question: How does this affect high school teachers?
 - 1. There are new trainings, career ladders, etc.

- vii. Question: How would class projects work? Would there be 21-year-old students working with 16-year-olds?
 - 1. Response: We do not know yet. Will we have dedicated courses for dual enrollment students? Will we have dual enrollment students mixed up with college students?
 - 2. Another response: In other places, high school students are in same

1. Response: There is presently no motion. The designated senator could submit that, but that person is not here today.
2. Response from Parliamentarian: Procedurally we do not need to