



12-9-97
FS mtg.

Chancellor's Remarks On Academic Eligibility Standards
Faculty Senate, December 9, 1997

Office of the Chancellor
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Attached to these remarks, you will find the report of the Ad Hoc Committee on Academic Standards. This committee, as you know, has been monitoring the development of intervention strategies related to the academic standards proposed during the 1993-94 academic year and about which we have since had several reports and discussions.

You will recall that the Senate's as well as my own intentions in bringing those new standards forward in 1993-94 were twofold. First, we wished to raise the quality of our students' academic achievement and by requiring higher GPAs for continued eligibility, we believed that could be accomplished. Second, we had noted that for a number of years under the current standards, a large number of students remained eligible to return in the junior and senior years, but with GPAs so low that it would be extremely difficult for them to achieve the required 2.0 for graduation.

The proposed new standards were, however, set significantly higher than the old ones, the highest among state schools in fact. Seeing that, our Board of Trustees cautioned that we might lose more students than we wished to lose, given our enrollment goals and our longstanding stature as an accessible University. It was also noted that the new standards could result in the loss of a disproportionate number of minority students. Finally, the Board noted that requirements on progress toward degree for student-athletes are more stringent than for students in general and that introduction of these new standards and the penalty structure associated with them would combine to bring uncommonly strict standards and quite probably would bring undesirable results in that area as well.

I reported the Board reaction and my response to their caution to the Senate in April, 1994. Please refer to the page from the April 19, 1994 Senate Minutes, attached to these remarks.

Our solution as we approached the 1994-95 and 1995-96 academic years was to emphasize the GPA goals implicit in the new standards, but to withhold the penalties until we examined the results of our current as well as newly developing intervention strategies designed to help students who needed academic assistance. At the end of 1995-96, we decided caution dictated another year of monitoring the effectiveness of those strategies during academic year 1996-97.

This period of monitoring is over and the results have been analyzed. The Ad Hoc Committee on Academic Standards recommends that we continue the intervention strategies, even with renewed vigor and support, but that we do not implement the new standards. Please review the report in detail.

This is an academic policy matter and I need your thoughts. The report is clear in finding that our intervention strategies, while no doubt valuable, do not allow us to conclude that our enrollment losses would be negligible. The loss of 320 students would mean 20 fewer faculty positions. We cannot afford to lose these positions. The plan is too precipitous. That is, it raises standards to such a high level so quickly and it gives students in academic trouble relatively little time to rectify their situation. This is almost the reverse of the error of the old standards, which allowed students to languish with little hope of ultimate success.

Today, I ask for your endorsement of my position on this issue, which is as follows:

--we should implement neither the new standards nor their penalty structure, and

--the Enrollment Services Council, with its current faculty and Senate committee representatives and relevant administrators, plus a delegate from the Credits Committee, should be charged with reporting to the Senate by March 15th an alternative plan that will endeavor to raise our academic standards in a manner that avoids the degree of substantive risk apparent in the current plan, and

--the Enrollment Services Council should solicit and consider written faculty advice on strategies to improve retention. Such advice might include higher standards than the current ones, but not as high as the previously proposed new standards. Also, postponement of suspension until later in the sophomore year to permit students to focus longer on academic improvement may have merit.

Problems remain with our current standards.

We **do** need to emphasize higher academic standards. We should **not** allow students to continue when there is no reasonable hope of their earning a degree.

Asking the Enrollment Services Council to undertake this task puts faculty and administrators together on a key issue as we have done on other occasions when we needed to find solutions to difficult problems.

The roster of the Enrollment Services Council is attached to these remarks. This would give a broad-based start for an alternative recommendation in a critical area where some change seems advisable.

The Enrollment Services Council recommendations would be forwarded to appropriate Senate Committees identified by the Chair of the Faculty and come through the Faculty Senate.

This is my plan. I hope you will endorse it.

I hope you agree that this three-year experiment has been worthwhile, that it has shown the value of our governance system, and that it has inspired us to work even harder on retention strategies. But I hope you agree, too, that moving ahead without attempting to find a better solution risks consequences that we do not want. The probability of those unwanted consequences is too high.

I seek your endorsement of my plan and look forward to working together to encourage even greater student achievement.

Richard R. Eakin, Chancellor

Summary Report of the Evaluation Committee on the New Academic Standards

Submitted to The Chancellor
December, 1997

The charge to this committee was to advise the Chancellor on the potential impacts of imposing the penalties associated with the new academic standards and to review the effectiveness of the intervention strategies established when the new standards were approved by the Faculty Senate. In its initial report of March 31, 1995, the committee made several recommendations, including that the university delay imposing the penalties associated with the new standards and monitor over the next two years the performance of students who participated in the interventions proposed with the new standards. This final report outlines the information available regarding the effectiveness of these standards and includes the committee's recommendations for further action.

Summary of the Former and the New Academic Standards

The grade point average required for satisfactory academic progress under the former and the new academic standards is reflected in the table below:

	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
Old Standards	1.35	1.35	1.6	1.6	1.8	1.8	1.9	1.9*
New Standards	1.75	1.75	2.0	2.0	2.0	2.0	2.0	2.0

* 2.0 grade point average required for graduation

Summary of the Effectiveness of the Intervention Strategies

The intervention strategies identified in conjunction with the new standards in the 1994-96 ECU Undergraduate Bulletin include the following strategies for students placed on probation:

- written notification of probation
- a requirement that the student meet with his/her adviser or attend an academic review session prior to semester break
- a requirement that the student complete an academic review form identifying possible actions or strategies which the student will use during the probationary semester to improve his/her academic standing

The General College, under the leadership of Dr. Dorothy Muller, assumed responsibility for establishing and carrying out the interventions associated with the new academic standards. Academic Difficulty Reports (ADR's) were developed as a mechanism for providing freshman students with notice early in the semester of less than acceptable academic performance in their classes, and follow-up workshops on resources for improving performance were made available to these students. The ADR's have proven to be an excellent predictor of later academic difficulty. Additionally, students who participated in the follow-up workshop significantly improved their academic performance as reflected by overall grade point average. Dr. Muller and her staff are to be commended for their work to develop this early warning system for students in academic difficulty and to make information available to interested students about sources of assistance. Given the clear value of the ADR's and follow-up workshops, the committee recommends these efforts be continued.

One factor which limits the utility of the ADR's is that it is not possible with the existing level of staffing in the General College to insure that all students reported in academic difficulty receive assistance through a follow-up workshop or individual advising. Over the last three years, only one-half to one-third of the students who received ADR's participated in a workshop, despite the requirement that they do so. While the workshops are effective for some students, individual follow-up is needed with other students. The General College would need additional staff to provide such follow-up effectively. The committee recommends consideration of adding professional advisers to the General College staff who are skilled in working with students whose academic skills and/or personal difficulties limit their ability to make satisfactory progress. Working effectively with at-risk and undecided students to help them develop the discipline, focus, and skills needed for academic success requires time and specialized knowledge that most faculty advisers do not possess.

It remains impossible for the committee to predict how many additional students might be suspended with the new standards and accompanying interventions. During the time period when the interventions were tried, students were aware that the penalties associated with the higher standards would not affect them, and thus it is not clear what effect the imposition of penalties might have had on changing students' behavior. However, it seems clear that a substantial number of students would indeed be placed on probation and/or suspension if the new standards and accompanying penalties are implemented. White students and male students likely would be affected disproportionately.

The new academic standards grew out of a legitimate interest among the university's faculty in increasing the standards for student performance, and the committee supports this goal. The former standards do not promote satisfactory progress among students and, in fact, permit students to get into academic difficulty from which it is exceedingly difficult to recover. However, the increase in expectations reflected in the new standards represents a very abrupt change from the former standards and one

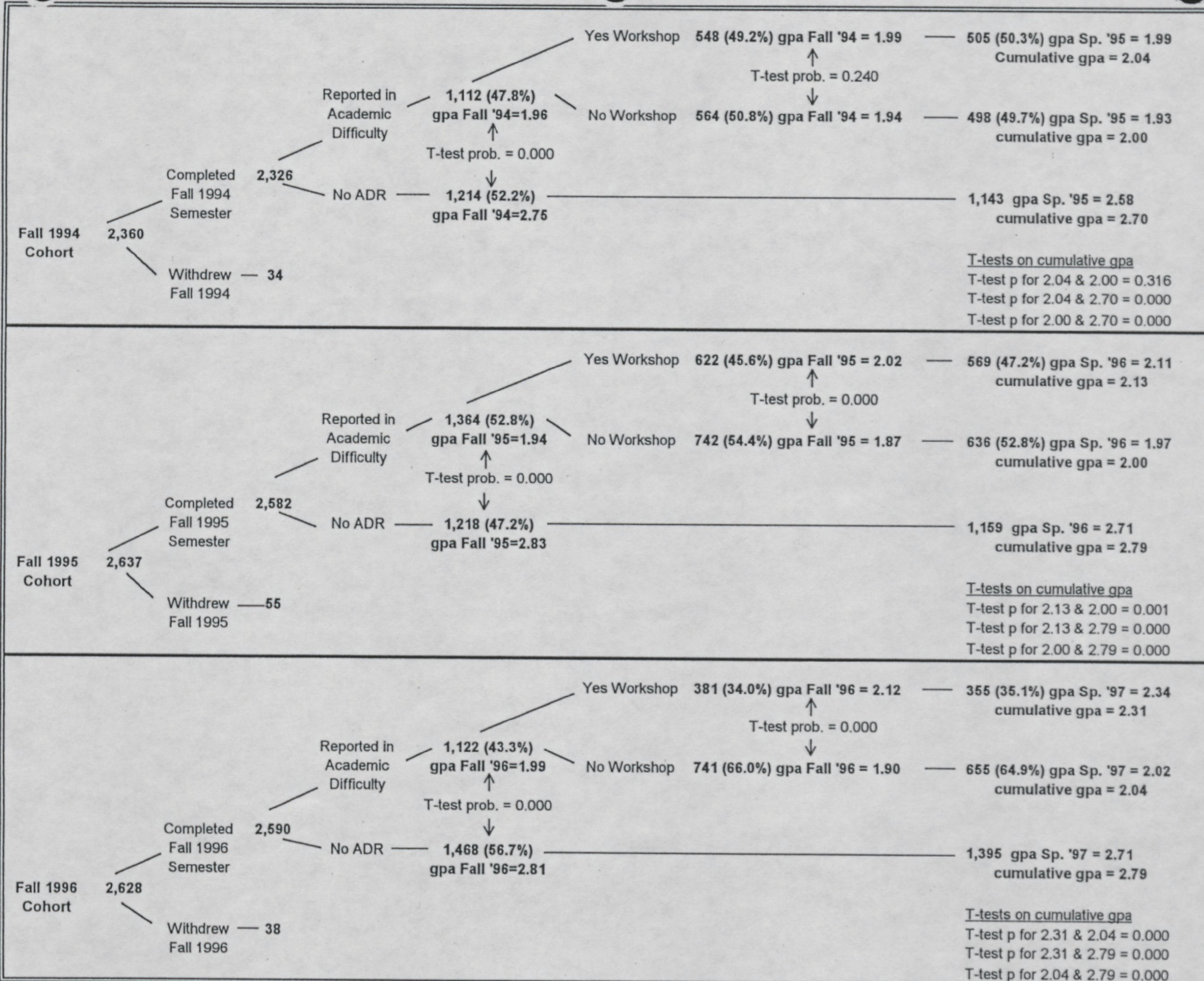
that will be difficult for the university to manage in terms of potential loss of students. The committee recommends that the new academic standards be reviewed, with a commitment to establishing a more gradual increase in retention requirements. In this review, the committee encourages consideration of not only appropriate penalties for not meeting the standards, but also strategies for rewarding students who demonstrate progress and personal responsibility in remediating their academic difficulty (for example, letting students who qualify for suspension return for an additional semester when they participate in workshops, tutoring, etc.).

Perhaps one of the best ways for the university to mediate the enrollment and financial losses that inevitably would accompany higher academic standards is to increase its attention to retaining more students. In addition to those students who are suspended for unsatisfactory progress, each year ECU loses students whose records of accomplishment are satisfactory and even excellent. It appears there is a significant opportunity for the Divisions of Academic Affairs and Student Life to collaborate more closely and more effectively to enhance the experience of students of all abilities, including fostering activities designed to further strengthen the culture of academic excellence at ECU. Initiatives which promote high quality faculty-student interaction, responsive service to students, integration of students' experiences in and out of the classroom, and strong student identification with the institution are factors cited in the literature as significant in student retention, satisfaction, and academic success, and increased attention to such efforts appears warranted.

Members of the Committee:

Carson Bays
Margaret Capen
Phil Dixon
Helen Grove
Brian Haynes
Claudia McCann
Henry Peel
Marie Pokorny
Kris Smith
Robert Thompson
Ken Wilson
Helen Grove, Chair

Academic Standards Committee
 Assessment of ADR Interventions for First-time, Full-time Freshman Cohorts



SUMMARY REPORT ON ELIGIBILITY STANDARDS
and
ACADEMIC INTERVENTIONS AT SELECTED INSTITUTIONS
FALL, 1997

School	Sem 1	Sem 2	Sem 3	Sem 4	Sem 5	Sem 6	Sem 7	Sem 8	Formal Intervention Program	Multiple "F" Policy	Grade Replace Policy	Credit/No Credit Course
ASU	1.5	1.75	1.9	2.0	2.0 or better	2.0 or better	2.0 or better	2.0 or better	X		X	Yes
ECU												
Old Standards	1.35	1.35	1.6	1.6	1.8	1.8	1.9	1.9*				
New Standards	1.75	1.75	2.0	2.0	2.0	2.0	2.0	2.0	X		X	No
NCSU	1.5	1.5	1.6	1.7	1.8	1.9	2.0	2.0	X		X	Yes
UNC-C	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0			X	Yes
UNC-CH		1.5 and 24 s.h.		1.75 and 51 s.h.		1.9 and 78 s.h.		2.0 and 105 s.h.				Yes
UNC-G	1.75	1.75	2.0	2.0	2.0	2.0	2.0	2.0		X	X	Yes
UNC-W	1.2	1.4	1.65	1.65	1.9	1.9	2.0	2.0			X	No
WCU	1.0 - 1.99	1.0 - 1.99	1.0 - 1.99	1.85 - 1.99	1.85 - 1.99	1.85 - 1.99	2.0	2.0	X		X	Yes

* Must have a 2.0 to graduate

ASU Two semesters of academic probation result in suspension. After: 1 sem 1.50 2 sem 1.75 3 sem 1.90 4 sem 2.00 5 sem 2.00 or better	NCSU Standards are based on hours attempted at or transferred to NCSU. 01-35 1.5 36-47 1.6 48-59 1.7 60-71 1.8 72-83 1.9 84 - more 2.0	UNC-C <ul style="list-style-type: none"> Minimum GPA 2.0 Students down 1-13 s.h. points are placed on probation Students down 14 or more s.h. are suspended or suspended if on probation for two successive semesters if term GPAs are less than 2.5 	UNC-CH After: 2 sem 1.5 and 24 s.h. 4 sem 1.75 and 51 s.h. 6 sem 1.90 and 78 s.h. 8 sem 2.0 and 105 s.h. In addition, any student who does not pass at least 9 s.h. and earn at least a 1.00 GPA in a given semester will be reviewed by the appropriate dean or committee prior to being deemed eligible to re-enroll.												
UNC-G (1997-1998) Escalating Scale - hour by hour 0-29 s.h. 1.75 30 or more s.h. 2.00	UNC-W (1997-1999) Current: 01-16 1.2 17-26 1.4 27-58 1.65 59-88 1.90 89-more 2.00	WCU Escalating Scale - hour by hour <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>Att. Hrs.</u></th> <th style="text-align: left;"><u>PROB.</u></th> <th style="text-align: left;"><u>SUSP.</u></th> </tr> </thead> <tbody> <tr> <td>01-17 s.h.</td> <td>1.99-1.00</td> <td>< 1.00</td> </tr> <tr> <td>61-65 s.h.</td> <td>1.99-1.858</td> <td>< 1.858</td> </tr> <tr> <td>> 111</td> <td>-----</td> <td>< 2.00</td> </tr> </tbody> </table>	<u>Att. Hrs.</u>	<u>PROB.</u>	<u>SUSP.</u>	01-17 s.h.	1.99-1.00	< 1.00	61-65 s.h.	1.99-1.858	< 1.858	> 111	-----	< 2.00	
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61-65 s.h.	1.99-1.858	< 1.858													
> 111	-----	< 2.00													

ACADEMIC RECOVERY INFORMATION

<u>If Previously Earned</u>	<u>Grades Needed for 2.00 Next Term</u>
12 hrs. with 1.30	2.70 on 12 hrs. or 2.56 on 15 hrs.
12 hrs. with 1.40	2.60 on 12 hrs. or 2.48 on 15 hrs.
12 hrs. with 1.50	2.50 on 12 hrs. or 2.40 on 15 hrs.
12 hrs. with 1.60	2.40 on 12 hrs. or 2.32 on 15 hrs.
15 hrs. with 1.30	2.85 on 12 hrs. or 2.70 on 15 hrs.
15 hrs. with 1.40	2.75 on 12 hrs. or 2.60 on 15 hrs.
15 hrs. with 1.50	2.63 on 12 hrs. or 2.50 on 15 hrs.
15 hrs. with 1.60	2.50 on 12 hrs. or 2.40 on 15 hrs.
30 hrs. with 1.50	3.25 on 12 hrs. or 3.00 on 15 hrs.
30 hrs. with 1.60	3.00 on 12 hrs. or 2.80 on 15 hrs.
30 hrs. with 1.70	2.75 on 12 hrs. or 2.60 on 15 hrs.
30 hrs. with 1.80	2.50 on 12 hrs. or 2.40 on 15 hrs.
45 hrs. with 1.50	3.87 on 12 hrs. or 3.50 on 15 hrs.
45 hrs. with 1.60	3.50 on 12 hrs. or 3.20 on 15 hrs.
45 hrs. with 1.70	3.13 on 12 hrs. or 2.90 on 15 hrs.
45 hrs. with 1.80	2.75 on 12 hrs. or 2.60 on 15 hrs.
60 hrs. with 1.50	4.50 on 12 hrs. or 4.00 on 15 hrs.
60 hrs. with 1.60	4.00 on 12 hrs. or 3.60 on 15 hrs.
60 hrs. with 1.70	3.50 on 12 hrs. or 3.20 on 15 hrs.
60 hrs. with 1.80	3.00 on 12 hrs. or 2.80 on 15 hrs.
75 hrs. with 1.50	5.13 on 12 hrs. or 4.50 on 15 hrs.
75 hrs. with 1.60	4.50 on 12 hrs. or 4.00 on 15 hrs.
75 hrs. with 1.70	3.88 on 12 hrs. or 3.50 on 15 hrs.
75 hrs. with 1.80	3.25 on 12 hrs. or 3.00 on 15 hrs.
90 hrs. with 1.50	5.75 on 12 hrs. or 5.00 on 15 hrs.
90 hrs. with 1.60	5.00 on 12 hrs. or 4.00 on 15 hrs.
90 hrs. with 1.70	4.25 on 12 hrs. or 3.80 on 15 hrs.
90 hrs. with 1.80	3.50 on 12 hrs. or 3.20 on 15 hrs.

East Carolina University
Summary of Activities to Promote Student Success
Fall, 1997

Academic Enhancement Workshops (number offered):

- Through the Center for Counseling and Student Development, Division of Student Life:
 - Choosing a Major/Career, a four part series (5)
 - Note Taking Strategies (5)
 - Dealing with Stress in College (weekly)
 - Test Taking (5)
 - Test Preparation (5)
 - Test Anxiety (5)
 - Time Management (5)
 - Motivation Strategies (3)

- Through the Academic Support Center, Division of Academic Affairs:
 - Choosing a Major/Career (1)
 - Reading Textbooks More Effectively (2)
 - Note-Taking and Study Strategies (2)
 - Test Taking Techniques (2)
 - Managing Your time at College (3)

Additional Services Through the Academic Support Center:

- Computer tutorials in:
 - biology
 - statistics
 - college algebra
 - economics
 - Graduate Record Exam
 - Graduate Management Admission Test
- Other tutorial help:
 - The Streeter Series on Basic Math Skills
 - Barron's NTE Core Battery Practice Test
 - Video series for Economics, 12th edition
 - Video series for algebra and basic math

- Outreach Programs:
 - Pledging and Academics: A Balancing Act
 - Basic Study Skills
 - Understand Your Catalog: Are You Ready for Registration
- Individual conferences
 - Career Exploration
 - Self-Directed Search
 - MBTI personality profile
 - Free tutoring in math, biology, and a variety of other subjects

Academic Assistance Provided Through Academic Units:

Department of Accounting - tutoring lab for accounting students
 Department of Apparel, Merchandising and Interior Design - tutoring and career seminars
 School of Art - assistance with computer related problems
 Department of Biology - supplemental instruction and tutoring
 Department of Chemistry - supplementary instruction through computer assisted instruction, video-disk demonstrations, sample tests, problem banks, and tutorials
 Department of Child Development and Family Relations - assistance with personal, relationship, and family problems through the Family Therapy Clinic
 Department of Communication - computer-based instruction
 Department of Decision Sciences - assistance through the School of Business computer lab
 Department of Economics - tutoring
 Department of English - The Writing Center, curriculum library, tutoring
 Exercise and Sport Science - computer lab and teacher analysis lab
 Department of Finance - lab for FINA 3724
 Department of Foreign Languages and Literatures - tutoring in French and Spanish without charge and tutoring in all language available with charge, computers or supplemental instruction, tutorials
 Department of Geology - tutoring
 Health Education - study guides and tutoring
 History - computer lab
 School of Human Environmental Sciences - computer assisted instruction
 Department of Mathematics - tutoring
 School of Music - curriculum and computer labs, tutorials, computer assisted instruction
 School of Nursing - tutoring, computer assisted instruction, student mentoring, workshops on test taking skills, stress management, and time management
 Department of Physics - tutoring

Activities Through the Division of Student Life to Support Student Success and Retention:

Beginning of the Year Activities:

Jump Into ECU, a program designed to help new students become familiar with college life and ECU, offered the following activities this fall:

- Open House at Mendenhall Student Center
- Tours of Joyner Library and orientation to the computer lab
- Pep rally to promote a sense of community and school spirit
- Special interest programs in the following areas:
 - Student Leadership Programs: Making a Difference
 - Need to Shift Your Career Plans Into a Higher Gear
 - What Makes a Great Date at ECU?: The Arts at ECU
 - Oh the Places You Can Go! - Learn About Options to Study Abroad
 - Religious Groups at ECU
 - Graduate School and Planning Ahead
 - Surviving the Freshman Year: Making the Transition from Home to College
 - Campus Safety Issues
 - Students and Their Finances
- Minority Student Mentor Program
- Adult Student Mentor Program
- Cohort Student Welcome Meeting
- Commuter and Off-Campus Student Program
- Recreational and social activities through Mendenhall Student Center and the Student Recreation Center

On-Going Activities:

- The First Year Student Newsletter, distributed periodically to all first year students, addresses information on academic achievement, health and well-being, leadership potential, relationships, and life philosophy.
- Special events and activities are offered specifically for first year students, including Water Wilderness Weekend, an off-campus outing, and The Real World, a workshop to introduce students to issues of diversity.
- The Student Recreation Center, Student Health Services, and the Health Promotion and Well-Being Program all offer students a variety of programs about physical and emotional well-being.
- Mendenhall Student Center offers a large number of diverse programs, clubs, and activities to promote students' social interaction with others.
- The Leadership Development Program offers programs and activities to all students and targets first year students with programs on effective communication, money management, interpersonal skills, organizational skills, tips for running effective meetings, and changing organizations.

- The Career Services staff give presentations to new students through English courses on the assistance their office provides with career planning and job placement.

Support for Underrepresented Students

- The Office of Minority Student Affairs works to enhance the success of African-American students through faculty tutoring and peer mentoring programs and also provides opportunities for African-American students to interact through a variety of academic, cultural, and social activities.
- The Office of Disability Support Services provides assistance to students with special learning needs, including providing alternative testing options, interpreters for deaf and hard-of-hearing students, and working with faculty to develop appropriate accommodations.
- Adult students are served through a mentor program for new students and a Family Day program for new and returning adult students.
- International students have opportunities to meet one another and faculty through a New Student Social and Dinner and through monthly coffee houses.
- Commuter students are invited to participate in monthly brown bag lunches to meet other students and faculty.

Programs for on-Campus Residents

- University Housing Services' SAIL program offers a special housing experience for first time students designed to help students adjust to college life. Activities are offered to help students with everything from making friends to learning campus resources to workshops on study skills and time management.
- University Housing Services also offers, with Undergraduate Studies, the Partners in Education program which provides seminars on study skills, time management, note taking, test taking, and career decision making. Residence Hall Coordinators personally contact all students receiving an ADR and encourage them to seek appropriate assistance for their academic and/or personal issues.
- Additional UHS support for students' academic success includes:
 - Offering a satellite math laboratory in Aycock Hall
 - Celebrating the academic success of dorm residents by hosting a reception for students who earn a 3.75 GPA or higher and recognizing the dorm and the floors within dorms with the highest average GPA
 - Completing residence neighborhood computer labs which serve 1700 users a month

C. Richard Eakin, Chancellor

Chancellor Eakin opened his remarks to the Faculty Senate with an update on the Shared Visions Campaign. The current level of gifts and commitments is 41 million dollars, with \$306,000 of that amount coming from faculty.

The remainder of the Chancellor's remarks addressed the status of the recently revised academic regulations. Several charts were distributed to Senators from Planning and Institutional Research. (Copies of these charts are available in the Faculty Senate office, 140 Rawl Annex). Chancellor Eakin noted that the Board of Trustees has taken a special interest in the new academic regulations that the University has been poised to implement with the incoming freshman class this Fall. The Board members discussed the new regulations at their December 10, 1993, meeting and again on March 18, 1994. The Chancellor reported three major concerns of the Board:

- While they are solidly behind the efforts to continue to raise the academic quality of ECU's student body, they also believe that the long and valued history of providing access opportunity to qualified citizens must be reasonably maintained. They see the new regulations, which cause ECU to have the most restrictive GPA retention requirements in the University of North Carolina system, as a threat to that reasonable access, especially given that most of the proposed intervention strategies have not yet been introduced and none have been thoroughly tested.
- The Board of Trustees is concerned that the University stands a significant risk of losing 150-250 more students per year than we currently lose. The loss of an additional 162 students would mean a loss of ten faculty positions. A loss of 324 students, would result in the loss of 20 positions. The Board is aware that the University is in a relatively flat student enrollment period and that the loss of 10-20 positions and the supporting monies that accompany those positions would constitute a very significant financial gap, one not consistent with good financial management of the University.
- The Board has concerns for special classes of students, among them minorities and student-athletes. They know that student-athletes, because of NCAA requirements, must make progress toward a degree in ways which are not required of non-athletes. Therefore, a student-athlete who enters into probationary status has more exacting and perhaps more demanding course requirements than other students.

The Chancellor noted that the Board provides an important voice for the public and that it is important for the University community to listen carefully to its concerns. Therefore, he has decided that the University will proceed this Fall with the new emphasis on academic quality that the Faculty Senate had recommended, but will not yet implement the new penalties related to this emphasis. The University will implement the intervention strategies and carefully monitor student performance in relation to those strategies. The Chancellor will appoint an oversight committee (including three members recommended by the Chair of the Faculty) to develop an intervention strategy evaluation program to carefully consider the effect of the intervention strategies over the coming academic year.

McMillen (Medicine) asked about plans for the position of Associate Vice Chancellor for Research and Dean of the Graduate School. Chancellor Eakin responded that he planned to appoint a person soon as an Acting Associate Vice Chancellor, and that he anticipated a search next year resulting in a permanent appointment beginning July 1, 1995.

Agenda Item IV. Unfinished Business

There was no unfinished business to come before the Faculty Senate.

Agenda Item V. Report of Committees

A. Committee on Committees

Brian Harris (Foreign Languages and Literatures), Chair of the Committee, presented the second reading of the twenty-four revised Academic Committee charges.

Ciechalski (Education) moved to amend the report in the charge of the Libraries Committee, Section 4.B., second sentence, replacing "makes recommendations" with "advises," and "recommendations" with "advice." The motion to amend was seconded and failed.