

Faculty Senate Meeting Minutes
Tuesday, February 23, 2021
Zoom



Attendance

Faculty Senate Executive Committee members present:

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| 1. Mandi Lopez (President, VCS) | 5. Fabio Del Piero (Secretary, PBS) |
| 2. Ken McMillin (Past- President, AG) | 6. Marwa Hassan (Member-at-Large, Engineering) |
| 3. John Miles (Member-at-Large, LSU Libraries) | 7. Julie Wright-Rollins (Member-at-Large, Education) |
| 4. Joan King (Vice-President, Food Science) | |

Parliamentarian: Joan King

Senators present (X = Present; A = Alternate):

1		Paula Arai (HSS)	25	X	Jason Harman (HSS)	49	A	Seung-Jong Park (ENG)
2	A	Kayanush (Kai) Aryana (AG)	26	X	Marwa Hassan (ENG)	50	X	Arthur Penn (CBS)
3	X	Michael Banks (BUS)	27	X	Katherine Henninger (HSS)	51		Rosemary Peters-Hill (HSS)
4	A	Inessa Bazayev (MDA)	28	X	Robert Holton (AD)	52	X	Tracy Quirk (Coast)
5	X	Pamela Blanchard (HSE)	29	X	Tara A. Houston (MDA)	53		Helen Regis (HSS)
6	X	Kellie Brisini (HSS)	30	X	Katharine Jensen (HSS)	54	X	Maria Rethelyi (HSS)
7	X	Elizabeth Carter (Law)	31	X	Kelli Scott Kelley (AD)	55	X	Kevin Ringelman (AG)
8	A	Prosanta Chakrabarty (SCI)	32	X	Heather Kirk-Ballard (AG)	56	X	Julie Wright Rollins (HSE)
9	X	Cassandra Chaney (HSE)	33	X	Joan King (AG)	57	A	Kirk Ryan (VCS)
10	X	Chantel Chauvin (HSS)	34	A	Gerry Knapp (ENG)	58	X	Bhaba Sarker (ENG)
11	X	Senlin Chen (HSE)	35	A	Roger Laine (SCI)	59		Jonathan Shi (ENG)
12	X	Jin-Woo Choi (ENG)	36	X	Lauren Lazaro (AG)	60	X	Stephen Shipman (SCI)
13	X	Brandi Conrad (HSE)	37	A	Julia Ledet (SCI)	61	X	Wei-Ling Song (BUS)
14	X	Robert Cook (SCI)	38	X	Carlos Lee (HSE)	62	X	Shane Stadler (SCI)
15	X	Theda Daniels-Race (ENG)	39	X	J. Michael Martinez (HSE)	63	X	David Stamps (MASS)
16	X	Jeff Davis (AG)	40	X	James Matthews (SCI)	64	X	Suzanne Stauffer (HSE)
17		Jennifer Davis (HSS)	41	X	John Miles (LIB)	65	X	Daniel Tirone (HSS)
18	X	Fabio Del Piero (PBS)	42		Mustajab Mirza (VCS)	66	X	Matthew Vangjel (MDA)
19	X	William Doerfler (SCI)	43		William Monroe (Law)	67	X	Meredith Veldman (HSS)
20	A	Peter Doran (SCI)	44	X	Carl Motsenbocker (AG)	68	X	Muhammad Wahab (ENG)
21	X	David Dulceany (HSS)	45	A	Ioan I. Negulescu (AG)	69	X	Nan Walker (Coast)
22	X	Jake Esselstyn (SCI)	46	A	Robert Newman (BUS)	70	X	Wei-Hsung Wang (Energy)
23	X	Edward Gibbons (HSE)	47	A	Rafael Orozco (HSS)	71	X	Sonja Wiley (BUS)
24	X	Doug Gilman (SCI)	48	X	Derick Ostrenko (AD)			

Guests:

Tom Galligan	Ashley Arceneaux	Matt Lee	Jane Cassidy	Arend Van Gemmert
Craig Woolley	Roxane Berthelot	Troy Blanchard	Stanley Wilder	Jared Llorens
Stacia Haynie	Donna Torres	Kwadwo Poke-Agyemang	Lois Kuyper-Rushing	Robert Hogan
Steve Sanoski	Samba Dieng	Darcee Olson	Gundela Hachmann	

Public Comments on Agenda Items

Faculty Senate Integrative Learning Core Committee

Robert Hogan, R. Downs Poindexter Professor & Department Chair, Department of Political Science

I just wanted to share some problems being created by the Faculty Senate Integrative Learning Core Committee, known as the ILC. I know something about the Committee, given that I served on it for the past three years, representing humanities and social sciences. My term ended in December. As some of you may be aware, of the ILC's initiative was the goal of improving the Board of Regents requirements on general education courses. The idea was to focus attention on central elements of learning referred to as efficiencies. The integrated learning approach has lot of the goals and under the right circumstances and could indeed enhance student learning. Unfortunately, any benefits this

approach can provide or being endangered by the system that the ILC committee has adopted for implementation. The committee has embraced what can only be described as an overly complex process for proposing courses. On top of this, the committee is insisting on an overly complicated assessment system that demands detailed data using multiple dimensions, based on rubrics that often cannot be aligned with course teaching strategies. The ILC committee has created a dysfunctional system that disincentivizes programs from offering ILC courses and steers research faculty away from teaching. More fundamentally, it is likely to negatively impact student learning. Findings indicate that 68% of faculty responded don't believe this will have a positive effect on their courses and also don't think it will have a positive effect on student learning. Some very easy changes could simplify the process and a lot of us have been trying to get the attention of the Committee to do. Yet the ILC committee appears unreceptive to concerns and won't respond to simple questions about why such a complex system is needed. I urge the Faculty Senate to examine what the committee is doing, its oversight role, and how the committee should be working to support faculty.

Consideration of the Minutes from January 25, 2021

Moved by Tara Houston and John Miles

Approved unanimously with potential corrections.

President's Report

1. Faculty have requested a representative on the Board of Supervisors. A change in the Louisiana constitution is needed. FSEC will be meeting with Chairperson Dampf to discuss this issue
2. The Board of Supervisors will be negotiating upgrades to LSU's utility energy infrastructure with private companies rather than following standard procedures through bidding. Fiscal responsibility is respected, however, equally important is to ensure the sustainable quality and healthy competition among contractors.
3. The impact of the shutdown last week on our academic calendar have resulted in several Saturday makeup classes. This will interfere with numerous obligations, including research and scholarly work that cannot not be scheduled during the weekday for any number of reasons. Several scenarios were contemplated, and makeup days were distributed between previously scheduled weekly breaks and Saturdays. Mid-term grades were also moved forward. Please be sure to communicate to students any and all syllabus changes.
4. Covid-19 vaccinations include K-12 teachers and support staff working on site, daycares, medical personnel, people ages 55-65, and individuals with one or more health condition as outlined by the CDC. Once again, higher education is not listed.
5. Students were depicted sliding down and damaging the Indian Mounds during the weather-related shutdown last week. And the question arises as to what this says about our efforts as a university to respect and embrace the distinct history and cultures that comprise the fabric of our Community. Faculty are appalled by this behavior and do not endorse the destruction of our historical landmarks. FSEC discussed this with the Provost and called for more and better signage.
6. Please participate in the COACHE survey. Your participation will be genuinely participated appreciate it please reach out and encourage your colleagues participated as well, the more representative the feedback, the stronger the motivation and accurate, the efforts to improve faculty satisfaction on success on our campus.
7. Software approval processes are changing. There are now electronic forms with a significantly less amount of questions. Our thanks sincere thanks to information technology services digital the digital resource committee procurement and accounts payable.
8. The Faculty Senate voted on January 25 to allow the sponsors to withdraw the resolution titled Confronting Anti Blackness by Ensuring Adequate Access to Anti-racist Curricular Offering. Many have reached out to express sincere regret over the result. Despite the outcome, we are committee to continuing our journey forward toward a genuinely equitable, diverse, and inclusive university. Our work has only just begun there's a long way to go, and only by continuing to push forward will things change.

Q & A Summary:

None.

University Update, LSU Interim President Tom Galligan

President Galligan thanked Professor Lopez for allowing him the time to address the Senate. Galligan also thanked the faculty for their resilience and patience during the weather-related interruption. He addressed the Burial Mounds issue and agreed that better signage was needed. LSU Police were contacted immediately once the violation was noticed. The students would leave only to return once the LSU Police left the area. Higher education has been to Phase 2 of the Louisiana Covid-19 vaccination plan. Administration is hoping to see vaccinations occurring on campus soon. If the state continues the current trend, LSU will be operating normally in the Fall. Until that point, President Galligan urged everyone to remain vigilant with frequent handwashing, social distancing, testing, and mask-wearing. Wastewater testing also remains effective. There is now a Covid-19 hotline for those with questions: 225-427-1326. Galligan informed senators on the opening of the Student Success Help Desk. He urged faculty to utilize the synchronous component. There are 25 new designated advisors to assist 25% more students with academic advising each week. Galligan also urged senators to participate in the COACHE survey. Based on feedback, LSU could improve the lives of faculty. The Louisiana legislative session is coming up with faculty and staff raises being an important priority. LSU is requesting a 4% increase over the course of 2 years. Faculty and staff are currently earning 10.7% less than peer institutions. Let your representatives know of this vitally important initiative for faculty recruitment and retention. Another legislative priority is to avoid any further higher education cuts. Deferred maintenance is also on the agenda. President Galligan informed the Senate that the Hush Blackwell report will be available next week. It will be released to the community and be presented during the Board of Supervisors meeting. Galligan closed by urging faculty to keep diversity conversations going and substantiate change at LSU.

Q & A Summary:

None.

Student Systems Update, Matt Lee, Vice Provost for Academic Programs and Support Services, Office of Academic Affairs

Matt Lee updated the Senate on the search progress of the Student Information System. Once the background requirements were discerned, the process started to establish a new system to replace the current, outdated structure. The University Registrar and ITS have been working closely with his team to form a Steering Committee to begin the course of action. The specific requirements and technical needs have been identified and reviewed. The committee is working with Procurement to engage in a competitive bid process. One of the major goals of the new system is to move away from high customization to relying on a higher degree of configurative ability. There are a limited number of products available, and none will meet all of the system needs. As a result, some of the student data related processes will need to change. Overall, any of the products will democratize access to student data and enhance efficiency. Applicants through the bid process will be invited to provide demonstrations in the coming months. The committee is hoping to complete the procurement process by July 1 with an overall finishing date in either Spring 2023 or Spring 2024. A website has been established to provide information and transparency.

Q & A Summary:

Mandi Lopez: When will the process be complete?

Matt Lee: We're looking at Spring 2023 or Spring 2024. I will have Craig speak on this.

Craig Woolley: Yes, we are aware of the issues with previous software rollouts. This is why we are giving ourselves until Spring 2023 or 2024. What we don't want to do is rush people through the process if we're not ready. We are focused on a calmer process, and one that is more inclusive and that our faculty our staff or advisors everybody's interact with can be comfortable with the system so.

International Office Update, Samba Dieng, Senior Internationalization Officer and Executive Director, International Programs

SIO Dieng began by introducing himself to the faculty senators. He came to the United States from Senegal to study at the University of Nebraska. Dieng's previous appointment was at Lehigh University as the Director of International Students and Scholars. He also oversaw immigration compliance. The goals of the International Office are to push the idea of comprehensive internationalization. The office will be participating in international program through the American Council on Education (ACE). The ACE model is a strategic plan for comprehensive internationalization that contain six pillars: articulated institution commitment; academic leadership, structure, and staffing; curriculum, co-curriculum, and learning outcomes, faculty policies and practices; student mobility; and collaboration and partnerships. The model will fit into the LSU Strategic 2025 Plan, with administration committing to internationalizing the university. The International Office will partner with departments across campus for leadership and structure. The third pillar is one of the most important, internationalizing the curriculum. It is directly affected by student learning and faculty collaboration. Students need to graduate with the right skill sets to lead and thrive in a globalized world. LSU also needs the right infrastructure for international students to be successful. The final pillar, collaboration and partnerships, is the ability to work within the local community as well as international peers overseas. Comprehensive internationalization is a strategic, coordinated process that seeks to align and integrate policies, programs, and initiatives.

Q & A Summary:

Theda Daniels-Race: I will be speaking on collaborative efforts both professionally and personally. This kind of interaction is important, and I look forward to meeting with you soon.

Samba Dieng: Likewise, thank you. I want to also thank Matt Lee and Provost Haynie for their committee to ACE. In August, we will be sending announcements to the college Deans asking them to identify people that are willing to serve as members of the strategic planning committee. The whole ACE model process will take approximately 18 months.

Mandi Lopez: How do faculty sign up other than outreach through the Deans?

Samba Dieng: Usually strategic planning committees are limited to 15-18 people. There are about 12 colleges, so we will need a representative from each which is why we will be starting with the Deans.

Mandi Lopez: What about the next step, after the strategic planning committee?

Samba Dieng: That will depend on how the work will be divided and the urgent issues that are identified by the committee.

School of Collaborative Programs Update, Theda Daniels-Race, Program Director, School of Collaborative Academic Programs

Professor Daniels-Race was recently named the Program Director for the School of Collaborative Academic Programs. The school began around October 2019 and since its inception administration have identified the infrastructure and executive leadership: Dean Blanchard, Dean Llorens, and Dean Peterson. The late Dean Martin Johnson will be missed as a member of the leadership and his influence will continue as

an advocate and champion for the school. The vision of the program is to challenge undergraduate and graduate students to achieve the highest levels of intellectual and personal development and support multi-college, multi-disciplinary and cutting-edge academic programming. In keeping to the vision, the school's mission is to provide academic programming involving deep integration across disciplinary boundaries, to promote the convergence of knowledge utilizing the strengths of more than one school/college, and to address exceptionally complex problems. This school is a multi-disciplinary, multi-college program. It was established to serve existing schools and colleges to provide a medium where certain disciplines and studies do not fit into one specific college or department. Collaborative and supportive relationships between communities are necessary to the core of the school. Phase one of the program includes understanding the paradigm of the school, identifying existing documentation, establishing relationships, communication, identifying new degree opportunities, and key meetings between faculty, faculty committees, the Provost and academic leadership, and other collaborative programs. Phase two encompasses establishing new degree programs and program certificates. The school has created relationships between the college Deans and Chairs, the Center for Collaborative Knowledge, LSU Online, Veterinary Medicine, Law, ORED, LSU Foundation, Office of Institutional Effectiveness, UCFY, and the Univ. Center for Advising and Counseling. Much of the success of the school will come from faculty efforts. For any questions, email Professor Daniel-Race.

Q&A Summary:

Joan King: Has anyone put forward new ideas for programs yet?

Theda Daniels-Race: Yes, and they are going through the pre-proposal phase. Others are working on a full proposal.

Helen Regis: I was wondering whether the college will be able to support team talk across the disciplines?

Theda Daniels-Race: That is a great question and I will kick this to the Executive Leadership for a decision.

Troy Blanchard: One of the requirements of SCAP is that it requires us to have agreements between colleges and units that are involved in the program. So, the team talk would be a part of the agreement.

Mandi Lopez: How can someone find out what programs are in existence? Are there any concerns of overlap or limitations to other programs because of overlap?

Theda Daniels-Race: Overlap is a major concern of the program. We want things that are new things that people have maybe wanting to do for some time, but just didn't have quite the place in the means to put it. There is a process that strictly reviews all proposals. We want to attract new students and we also want to help the colleges and the departments increase those student credit hours.

Faculty Senate Integrative Learning Core Committee, Ken McMillin, Faculty Senate Past-President

Professor McMillin was asked to address the Senate to clarify the Integrative Learning Core Committee, review other standing committees, and provide an overview of faculty governance. The Board of Supervisors empowers the university to have and create faculty governance under Article X. It states clearly that faculty determine educational policy at LSU. Administration then implements it. The faculty council is composed of any full-time faculty with the rank of instructor or higher. Faculty senator membership criteria is determined via faculty census in which there is 1 representative per 25 faculty members in a college. This determines the meeting structure and faculty senate executive leadership positions as well as the senate standing committees. All standing committees have operating procedures that were recently published online with the passing of the revised Constitution and Bylaws on October 29, 2020. There were several committees added including the Faculty Senate Diversity, Equity, and Inclusion Committee and Faculty Appeals Board. The Committees on Committees was dissolved, with the FSEC taking over its responsibilities and streamlining filling the standing committees. The General Education Committee was renamed the Integrative Learning Core Committee. The Board of Regents requires LSU to have general education courses and as part of the Strategic 2025 Plan, it was decided to use the integrated learning core strategies to improve our general education. Based upon this premise and maintaining accreditation, the ILC charges were developed. The FSEC is working closely with the ILC to address some concerns. Faculty representation has been expanded to gain a broader perspective. The ILC is a faculty senate standing committee and reports directly to the FSEC, thus the reason for the close partnership. They are looking into SACS requirements to streamline the process of approval were possible.

Q&A Summary:

None.

Old Business

Second Reading, Resolution 21-01, "Formation of Ad-Hoc Committee to Develop A Comprehensive Framework for Open Access Publishing at LSU"

Sponsored by the Faculty Senate Library Advisory Committee

Read by Professor Gundela Hachmann

Whereas LSU is, according to its Mission Statement, committed to “using its extensive resources to solve economic, environmental, and social challenges”; and

Whereas according to the Strategic Plan 2025, LSU aspires to be “a catalyst for transformation; a force for good that changes lives and makes a significant, positive impact on the world around us”; and

Whereas the federal memorandum “Increasing Access to the Results of Federally Funded Scientific Research” stipulates that government-funded research be “made available to and useful for the public, industry, and the scientific community” alike, resulting in the requirement of federal funding agencies to make research findings available through open-access platforms; and

Whereas the cOALition S, a cooperation of leading European research institutions and organizations under the auspices of the European Commission and the European Research Council (ERC), pledges in their Plan S, “With effect from 2021, all scholarly publications on the results from research funded by public or private grants provided by national, regional and international research councils and funding bodies, must be published in Open Access Journals, on Open Access Platforms, or made immediately available through Open Access Repositories without embargo;” and

Whereas the current COVID-19 pandemic demonstrates with unprecedented the urgency for Open Science, showing that it is unethical to bar potentially life-saving research findings and data behind pay-walls and that instead, new findings must be made immediately available not just to the scientific community, but also to the larger public, as people, governments, and health care workers in every part of the world are in dire need of evidence-based, scientifically proven information to protect themselves and others from a formerly unknown and in many cases deadly disease; and

Whereas for-profit publishing corporations such as Elsevier or Springer have in recent years driven up the subscription costs for scientific journals to the point where even well-funded research libraries struggle to pay and individual readers are strongly deterred by annual costs of up to \$20,000 per journal ; and

Whereas journal subscriptions constitute by far the biggest item in the budget of any research library and steep annual inflation adjustments (5% at LSU, up to 6% nationwide) rapidly exacerbate the strains libraries already struggle with as library budgets around the country are “for the most part flat or diminishing” ; and

Whereas many publishers have made open-access publishing available on the condition that authors pay Article Processing Charges (APC), in the case of Elsevier in the range of \$150 to \$5900 per article; and

Whereas APCs are not necessarily and rarely in full covered by research grants; and

Whereas experts warn that APCs create an unwarranted burden for individual researchers, noting that for graduate students trying to publish two articles in one year the costs can easily amount to “more than a quarter of their annual income”: and

Whereas the Chronicle of Higher Education reports that some open-access journals have gone so far as to require copies of personal bank statements from graduate students before even considering an APC fee reduction for them; and

Whereas a comprehensive study by the Max-Planck-Society concludes that “a large-scale transformation of the current corpus of scientific subscription journals to an open access business model” is possible at no additional costs to research institutions if, in a wide-spanning international effort, “the money currently locked in the journal subscription system [were to] be withdrawn and re-purposed for open access publishing services” ; and

Whereas the Max-Planck-Society modeled how research institutions can use transformative agreements in journal subscriptions such that subscription fees to journals grant affiliated researchers not just access to the content, but also coverage of the APCs for publications in these open-access journals; and

Whereas the LSU Library was able to procure in 2020 a transformative agreement with the American Chemistry Society, under which the library’s journal subscription automatically covers 28 APCs for LSU researchers: and

Whereas the ROARMAP that tracks open access policies around the world, lists 79 research institutions in the United States and 834 worldwide that already have implemented open-access policies, among them peer institutions to LSU such as the University of Florida, the University of Kansas, Kansas State University, or the University of Kentucky, and similar large state universities such as Oregon State University or Penn State University ; and

Whereas open-access policies encourage members of the respective research institutions to seek out open-access publication forums, define which standards the institution wishes to support with respect to principles and practices of open-access publishing agreements, provide guidelines to authors in identifying and avoiding predatory open-access publishing entities, enable researchers to make informed decisions about their open-access publishing options, and generally serve as institutional roadmaps in a changing publishing landscape; and

Whereas the LSU Libraries’ Open Access Author Fund, which normally supports roughly 20 to 25 faculty members, staff members, or graduate students every year with up to \$1500 to cover APCs of publications in fully open-access, peer-reviewed journals, has already seen a substantial increase in requests this year; and

Whereas LSU faculty already serve in editorial roles on open-access journals for preminent publishers including PLOS, PeerJ, Frontiers, and Hindawi and can attest that open-access scholarly publishing is as rigorous and comprehensive as traditional publication models; and

Whereas open-access publishing platforms often enable researchers to retain copyright on their publications and may offer to authors new metrics to measure the impact of their scholarship which can serve as supporting evidence in tenure and promotion cases,

Therefore be it resolved that LSU live up to its aspiration of being a catalyst for transformation that positively impacts the world around us by modeling a sustainable and innovative open-access publishing policy and thereby productively contributing to the global transformation of the publishing industry that is already well underway; and

Be it further resolved that an ad-hoc committee be formed and charged with the task of drafting a comprehensive open-access publishing policy that provides a robust regulatory and budgetary framework for open-access publications by LSU faculty, staff, and students; and

Be it further resolved that this ad-hoc committee consist of representatives from the Office of Finance and Administration, the Office of Research and Economic Development, the Faculty Senate Budget and Planning Committee, the Faculty Senate Library Advisory Committee, the administration of the LSU Libraries, and the Faculty Senate Executive Committee; and

Be it lastly resolved that the ad-hoc committee closely collaborate with the Dean of the Library in identifying both short-term and long-term strategies for repurposing or redirecting existing funds to ensure that individual authors at LSU are never forced into subsidizing open-access publications of their research with personal funds.

Q&A Summary:

None.

Motion to vote: Matthew Vangjel and Pamela Blanchard.

Vote: Resolution passes.

New Business

First Reading, Resolution 21-02, Faculty Endorsement of the Graduate Student Bill of Rights

Sponsored by Daniel C. Tirone

Read by Professor Daniel C. Tirone

Whereas graduate students are critical members of Louisiana State University who facilitate many of its core functions; and
Whereas graduate students occupy a unique role as students, scholars and in some cases employees of LSU, which generates a similarly unique set of issues regarding their status at the university; and
Whereas the Graduate Student Association at LSU has drafted a Graduate Student Bill of Rights which addresses many of these concerns as well as graduate student responsibilities; and
Whereas this Bill of Rights was approved by the LSU Student Senate in the fall of 2020; and
Whereas the Graduate Student Association has brought this Bill of Rights to the Faculty Senate seeking its endorsement; and
Whereas the Graduate School is currently undergoing a strategic planning initiative which makes this a propitious time for proposing changes to the policies and practices governing the rights and responsibilities of graduate students:
Therefore, be it resolved that the LSU Faculty Senate endorses the principles embodied within the Graduate Student Bill of Rights and recommends it be reviewed by the Graduate School for the purpose of adoption into Graduate School policy when practicable.

Motion for discussion: Chantel Chauvin and Katherine Henninger.

Q&A Summary:

Theda Daniels-Race: Will there be a second reading and we are in open discussion right now?

Mandi Lopez: Yes. Now is the time to put forth any recommended amendments or suggestions.

Theda Daniels-Race: Will there be any other faculty review besides the Senate?

Mandi Lopez: Yes. Please circulate this information to your colleagues. Send feedback to facultysenate@lsu.edu.

Theda Daniels-Race: Is the result of this to put on paper the rights of our graduate students or is there another purpose?

Daniel Tirone: That is correct. The graduate students are seeking rights and protections due to the large degree of heterogeneity across departments. We are seeking faculty opinion and direction for the Graduate School, who will then be charged with implementing this.

Robert Newman: This is a serious document and we need to understand the list of rights that have been created. The rights are vague and ill-defined or not defined at all. Where can we send questions, comments, and concerns?

Mandi Lopez: Please send comments to facultysenate@lsu.edu. We will then share those with Professor Tirone.

Robert Newman: Would they be shared with other faculty senators?

Mandi Lopez: Yes.

Daniel Tirone: In response to your comment, I agree that there are some revisions needed in the Bill of Rights. Other faculty have also raised those concerns. Part of the reason that we are here is to solicit feedback and seek clarification.

Ken McMillin: For clarification, the resolution is to endorse the principles outlined in the Bill of Rights. It is not for the Bill of Rights itself. That document will be approved by the Graduate School. So, we only need to endorse those principles and those details will be ironed out later through multiple revisions and discussions.

Robert Newman: Many of the principles are not defined and it is hard for some faculty to support principles that are not defined.

Theda Daniels-Race: When student rights for an institution are being discussed, you're also talking about liabilities. Will this be reviewed by General Counsel?

Mandi Lopez: Yes. There are several layers ahead of the Bill of Rights.

Charles Delzell: One example of one of the rights seems a bit broad. The paragraph stating that university wide department organizations should have at least one graduate student representative. Further, any additional committees and voting bodies that make decisions affecting graduate students should include at least one graduate student member. There are a lot of committees and I'm not sure any one person knows how many there are. Also, at the end of the Bill of Rights, it thanks and acknowledges the graduate students at other universities such as Arizona State and the University of California. It is not clear whether those graduate student associations promulgated this Bill, the faculty senates, or the administrations. As we've said, these rights are normally legally enforceable.

Mandi Lopez: Thank you. Please submit questions and comments to us.

Robert Newman: I suggest that all faculty take a serious look at this.

All moved to adjourn at 5:20pm.