**Minutes from Graduate College Council (GCC) meeting on March 11, 2024**

Meeting called to order on Zoom 3:35pm

Delight Morehead, Kimberly Walker, Jessica Sowa, Owen White, Heather Justison, Deb Jaisi, Tim Webb, Andrew Teplyakov, Samuel Lee, Alan Parkes, Ivan Todorov, Louis Rossi, Jeremy Firestone, Jorge Soares, Adam Kamras, Jesús Botello, Thanduanlung Kamei, Ben Stanley, James Korman, LaRuth McAfee, Melissa Witman, Samantha Akridge, Mieke Eeckhaut, Margaret Werth, Myae Han (Mee-a), Phil Gentry, Elise Corbin, JW, Danilo Yanich, Matthew Van, Shannon Robson, Dawn Elliott, Eva Alfoldi, Phil Gentry, Mary Martin

Minutes of last meeting approved.

Deans Report: Louis Rossi

In response to the financial challenges the university, we call it Operation Rudy. If you want something

that referenced an underdog. And there's that movie, Rudy, you know that the small guy who wanted to be on the football team.

* The graduate college has is organized around 6 portfolios, e.g., the business unit, marketing and communications unit, professional development, student engagement, academics etc.
* I had every group convene and go through an exercise of everything they do and what they must do.

what they should do, what they would like to do, and things that they don't really need to be doing, which, of course we immediately jettison, because we're trying to save cost.

* This exercise is well underway right now, and I am acting on that right now, and we had to act pretty quickly to do it. I'm also in the process of integrating it so that things that work well together. New ways to do things can be can be executed as well.
* we're definitely prioritizing student facing programs and activities and programs and activities that generate revenue. You don't want to stop doing something that actually brings in more than what you invest in it.
* Everything on the generating side has been turned back on and anything on the student facing side, or most of those things are returning, not quite to normal, but close to normal.
* One of the things that we definitely spend on. In fact, most of our well, not close to half our budget is actually directly funding graduate student. So those are all our competitive funding programs fellowships that you nominate students for, and so forth.
* New initiatives that we started, we're just not going to do those anymore. But all the kinds of graduate education that we funded, we realized that's not a good way to do things I don't believe in across the board cuts so instead, we're gonna look at what is performing well, i.e., is very sensible, or what is complementing other activities at the university.
* In other words, what are the things that we're doing, that only we can do that no one else can should get top priority.
* We have been short staffed in our admissions office for some time, and we've been searching for

replacements for key personnel within the Admissions office that some of that was caught in the hiring phrase, but we think we have creative ways to get around it right now that the turnaround time for

an admitted student or student that is recommended for admission to be processed so that the admission letter can go out is 3 and a half weeks. Our goal is to get it down to one. Several colleges approached us and offered to to help. We put out a call to all units and said, If you have people in your unit who have some extra time and are familiar with some of the functions in slate that we use. Then we will train them up to to process admissions during this peak season to get past it. We got a good response to that call.

They were trained last week, and I believe they're in the field right now, helping us out.

* Stipends are going up next fall, so we're going up to 24 5 for 9 months, or pro rata.

and expect 27,000 for 9 months in fall of 2025. Expect that that's not a certainty yet. But that's where we're going.

* I meet with the program directors on Friday. And there we're really gonna be talking about yield so many of our graduate programs and and most of those that are on the traditional cycle that you know that admit students who come in the fall. So their admissions offers are out. And now it's really time to think about yield right, and that's something the University of Delaware has not really

focused a concerted effort on, and it's not hard to do. Reaching out to admitted students staying in touch with them.

* I've put forward 3 proposals to the other Dean's and upper administration, and I'd like to talk about them with you as well to get your thoughts and insights. Graduate education is a slow process, right? It takes us nominally 2 years to educate a master student and between 4 and 7 for a doctoral student. So anything we're talking about here would have to be phased in.
* First proposal, we start the case that that we are generous with our master students. Okay, which is not necessarily a bad thing, but remember that these challenges we face financially with, say.

paying a decent stipend to graduate students. Professional master's programs are self-paying.

That's the, you know, there's exceptions to it. But master's programs generally lead to a degree in 2 years, right? Students are looking for professional advancement of one kind or another, and they pay tuition for the courses they take. So generally they don't receive awards. Some do. but generally they don't. It's not an expectation. If they do receive awards the the proposal out there is, there is not an expectation of a tuition scholarship going to that student. So the notion is a business student. You're asked to be a TA. It's a job. It's in your field. It's on campus that pays reasonable, but you don't necessarily get free tuition for doing that job.

* Exceptions: Terminal Masters Degree. For these kinds of programs, we might provide tuition scholarships, either full or partial.
* The second exception is very common. If you have a doctoral program sometimes it just doesn't work out for a student. Either they don't have the time or ability to finish, or it's just not for them. So it's often referred to as mastering out. So there's a Master's degree. Sometimes that Master's degree doesn't even allow direct admission, right? It's just kind of it's just there for students to receive a degree for the work they've done up to a certain point in the doctoral program. We should provide one semester of tuition support. So they're a doctoral student. They're getting a tuition scholarship. It's not for them you don't want to whack them with a big tuition bill. They entered in in good faith, so one semester gets them to that terminal masters, and they leave but that one semester is up for debate. I don't know what you know. That's common in my experience and the experience of many others, but maybe not for everyone. And I just would be interested in hearing your thoughts on that as well. If you think one is the right number 2, any thoughts there.

Andrew Teplyakov

00:35:20

Lou, so are you planning to do this? If they apply for it. Is it automatic?

Louis Rossi

00:35:29

Yeah, no, it would happen automatically. So someone's a doctoral student. and they decide to leave.

And we would say, Well, okay, and but they said, but I'd like to get the masters, I'd like to, you know, change into the master's program and leave the university, we would continue to cover them with a tuition scholarship while they finish that master's degree and leave up to one semester.

Louis Rossi

00:36:05

* The third exception is master's programs and departments that do not have doctoral programs. So in in some departments it might not make sense to have a doctoral program for whatever reason or they might be. The faculty still want to have access to graduate students. It's part of the intellectual life of the department and the important work that they do. So in that case the alignment with the Universities Research Mission isn't quite as strong as programs with with the doctoral program. right with the doctoral program that definitely aligned with the research mission. They need to offer some support to students as an enticement to come here as opposed to somewhere else. So the thinking might be, 50% would be what we would invest. And that's an investment. That's an investment in the student, but also in the faculty and into the department. These are these are guidelines for minimums. This is not telling a dean what's important and what's not right. A dean can always invest more anywhere in the spectrum here. But this is this is sort of level setting university expectations. Any thoughts on that one.

Jesús Botello

00:37:46

Could you clarify when you mean when you say 50% scholarship, do you mean that we get we could get half of our students or that they have to pay for 50% of their tuition. What does that mean? Exactly that 50%.

Louis Rossi

00:38:16

That's right. They students would be responsible for paying for half of their tuition. Yeah, so you have the same number. And I'll say, this is not. This is not unusual with the university. So for instance, in music.

I think they use 80% tuition blocks. and that's because they wanted to have a full enough cohort to have an orchestra. So do you have any thoughts on that proposal? Like is 50 the right number. I don't know.

Jesús Botello

00:39:09

I don't think we could have a students coming, really, if they had to pay 50% for their tuition. I mean, a lot of students are already struggling. I don't see this working. To be honest. It's already hard enough to capture good students and then we would be competing with other institutions that maybe offer more help.

Louis Rossi

00:39:53

So they have a whole. So so our tuition is about $18,000 a year. If they take 3 courses a semester not 3 crafts 3, courses so do you I mean so do so in music, at least, they found 20% is quite doable. Students expect to do that and that's a terminal degree.

Jesús Botello

00:40:25

I haven't thought this really in detail, but I could think that it could be better. Maybe it could make more sense to maybe being able to reduce the number of total students and still offer the 100%. I just don't see students coming from Africa, from China, from Europe you know, having to pay $9,000 per year. I don't see that happening for our program. This is not an MBA. Students after their MBA are expecting to make good money. This is a master's in foreign languages. The great deal is, you know that they get a hundred percent tuition, but with this I don't know if we are, going be attractive anymore. Honestly.

Louis Rossi

00:41:35

Thank you for that.

Samuel Lee

00:41:41

Lou. How many programs do we have that are masters that do not have a doctoral program? How big of an impact would it be to maybe up the amount of scholarship to 80% similar to music? Or

would that be much of a drop in the bucket.

Louis Rossi

00:42:34

So the question is, you know, whether it's important or not. Not whether it's important or whether it should be an expectation. So this is, something would happen. If any department wants to do this, this is what they can expect minimum. Like, if you stand up a doctoral program. If you give someone an award, you are required to give them a tuition scholarship. But for masters, it's not. It's kind of out in the out in the wild. So a Dean could just say, hey, we're going to go from x%, or whatever we said here they could say, well, that's not enough. We want to do more. We want to improve that. We want to recruit students from certain areas. Or you know, whatever they want to do. Okay, so we go ahead and move on to the next one. This is very helpful to me. By the way, I appreciate the thoughtfulness.

* So there's 2 other categories this one's a rather large, a research based master's program. So we have those where there is research enterprise on campus that want master students, right? So they work with a faculty mentor. They are funded on either federal, state or some other kind of grant. When that happens, 40% of their tuition is offloaded to the grant and the college covers the remainder of that tuition. So that's how that exists now. That would be the expectation of a program that has a master's program, or of a department that hosts a master's program like that is that is what's commonly happening in a research based program. So if you have a program like this, those faculty are expected to be, engaged in grantsmanship and be supporting their students like that. So that would be the expectation that I have on a grant, I'm hiring a master student. The College is going to cover the rest of it.
* The final case. which is one that we're fortunate to have frankly, is, we have a small number of masters programs where the tuition and or the stipend is not covered by us. So an example of that is the Winterthur Program in American material culture. An external foundation is actually paying the student stipends. In exchange for that we have an agreement with them to cover the student’s tuition. That was the vision for the program. It's an old agreement. So, anything where we have a partner outside the university that is helping us like this, we will meet our commitment as well. That's our contribution to having the center of excellence. Another more recent example is the Biopharma Master’s program. The various industries contributing and benefiting from those students being prepared in that special way are contributing funds to the university to cover scholarships for those students.
* That's the big proposal. I welcome any feedback. Is there any residual comments on this? What about timeline? I mean, I'm thinking, to phase in. Take a couple of years. Right? Cause you students who are admitted. Now we have a commitment to them. They're admitted in under whatever terms we admitted them under.

Jeremy Firestone

00:47:07

Hi, Lou. Can you explain how this is a change from the status quo? I'm just not clear, based on the slide, or from what you've said.

Louis Rossi

00:47:28

So when they're allocating funding to graduate students, it provides them with a way of looking at it. So right now, when we fund our master students, we really look at it like we are a R2. R2 universities pretty much every master student, not every, but many master students are funded. You don't have that many doctoral programs. That's where a chunk of the budget goes. And in R1 institutions, typically those resources are being dedicated to a doctoral program. So the change is really around expectations in programs that have master students in them.

Jeremy Firestone

00:48:27

Oh, okay. In our school, we presently fund a lot of research master students on federal, state and other grants, and they participate in the research. The 40% of tuition is offloaded. So I'm not clear how this is a change.

Louis Rossi

00:48:55

I will say, there are some programs that have research based programs that do not offload tuition, and they don't have grants to support their students. This could then drive some change. So could the Dean then say, okay, you have a research-based program. We're putting your master students on TAs or GA's or other things. But we need for that program to remain viable. You need to be pursuing external sponsorship. But if you're doing this already, it's not a problem. I'm just recognizing the work that you are doing and saying, that is one thing that we do.

Louis Rossi

00:49:52

So the next one is a little interesting. When you receive a tuition scholarship, the offer letters generally just say you get a tuition scholarship. It's unlimited. There are other universities like ours that don't do that.

They say to, you know, full time student, to say 9 credits, which is the case here. They say tuition scholarship covers up to 10 credits that gives you one credit of leeway. Some programs have, like a one credit seminar course or something. By the way, you're covering the regular activity of a student earning a doctoral degree in your program. Right? If they want to take a lot more courses and earn a second degree, which sometimes happens then, right now at the University of Delaware, we pay for that. So the university pays for what could be quite a few extra credits. And if you look at the data sheet here from this. This is from this fall, you can disregard the master's programs because all masters programs function as professional programs. So the tuition charge is by the credit. So don't worry too much about that. Whether it's charged to a grant, or whether the students paying for it is by the credit. But doctoral programs, on the other hand, are not so. The university covers the expense, no matter what it is and most doctoral students are either sustaining. You'll notice that here, like that the number listed is 1,500 this fall, but we have over 2,000 doctoral students. So there's some that are not on here that are sustaining, or you know, or leave absence, or whatever. But if you look, look at the these data, there's a not a small number of students taking a lot of extra credits in there at a place like the University of Maryland. That's fine. You can do that. But you pay for your extra credits. The University doesn't provide that for freedom. So if you're earning a degree in physics, but you'd like to pick up a masters in statistics and take a lot of extra courses along the way that are not related to your degree. You could do that.

Unknown Speaker

00:52:36

Who are you referring only to master’s here or to PhD’s as well? I missed that.

Louis Rossi

00:52:37

Oh, sorry! Only Phd, so, master students are designated professional. which means that that tuition is charged based on the credit.

Andrew Teplyakov

00:53:15

But for doctoral students, I think that that would actually be detrimental for the majority of stem students, because they don't normally take this extra credits outside their fields, but rather inside the fields. That depends on the project, and it depends on the research and if it is needed.

Louis Rossi

00:53:35

So there's the majority of students. Actually, I don't know anybody who would just go and take something that is completely unrelated.

Andrew Teplyakov

00:53:43

If you have your second year, and your project is now set, you may have to take the second or third or fourth course that is beyond what's minimally required.

Matthew Van

00:53:54

If I could also chime in Dr. Rossi, certain programs here are interdisciplinary. So I would figure that although the number of students who would take these classes is small, such a restriction would negatively impact people in such programs, which ironically mine is one of those but disaster science. But I would keep an eye on that, too.

Jeremy Firestone

00:54:19

It seems that this could also be counterproductive in that, well, most graduate PhD, students don't take more than 10 credits in a semester. Those that wanted to finish up sooner and get to sustaining status sooner then the departments wouldn't have the tuition obligation could be that there could be some negative financial implications as well.

Louis Rossi

00:54:56

Okay.

Samantha Akridge

00:54:58

I know 10 is probably like a I don't know what, exactly where that number came from, maybe from other universities, but I think if there are some, at least in my college, that typically take three 3 credit hour courses. But then we're required to take an additional one credit hour colloquium. And then certain specializations also are required to take another 1 h. Seminar. So they're like typical schedule is 11.

Louis Rossi

00:55:27

Okay. Thank you for all this. It is helpful. And it's hard to talk to you all about these kinds of things, because typically the work of the graduate college has been to expand opportunity and to spend, but spend differently. We're in a mode of thinking right now where we are looking carefully at some things, trying to figure out where we can save or where rightfully we're taking on expense that should be should be taken on by someone else, right, either the student or something else. So I know I appreciate your candor and all these things. I know that every time we do something like this, it's money well spent, right? It's valued right. It's not like we're waste. Waste is the wrong word for these things. But anyway, I appreciate everyone sharing their views with me on this.

Jeremy Firestone

00:56:33

One other consideration. You go with something like this you might want to consider treating audit credits differently than other credits. When the student audits one of my classes, they usually sit in. They participate but I'm not spending my time grading with them and doing some of the other things. This is an opportunity for our graduate students or PhD students, particularly to get some, perhaps some additional skills to better place them in their marketplace enhance their ability to complete their dissertation work all those kinds of things. And so there can be some advantages. And we might want to think about treating audit credits differently.

Louis Rossi

00:57:25

I appreciate that.

Ivan Todorov

00:57:27

Can I insert one more comment on that? So another thing, probably to keep in mind is the competition for attracting a high quality research Ph.D. student. So if the offer goes out with a condition like that and either student gets an offer from another university, maybe even close by, we are already kind of trying to improve more and more, the quality of our graduate students. Right? I mean that that's kind of very important attracting very good quality students. So something to keep in mind, perhaps, would be to what extent this would have an impact on the recruitment.

Louis Rossi

00:58:14

Yeah okay. You know, it's dangerous to be thinking on the fly here with you all. But this is giving me a thought. So if the challenge is students gaming the system to earn additional degrees, especially that are far from their discipline, another approach is just charge them for the additional degree. So I'll give you an example. There is a form application for an advanced degree. It could be that the first application is free. Right you came here. You're admitted. You earned your degree fine and then there's a charge for the second degree, right? So you still have to meet the requirements right? But you could handle it at the back end as well. Just a thought, and it's dangerous to think on the fly during a graduate college council meeting.

Louis Rossi

00:59:16

Okay. Last proposal. This is an easy one. It's even shorter than the first one. So sustaining fees. So, as you know when a student completes their coursework and they pass a candidacy exam or some other, they complete some milestone like that. They can move to sustaining status. They are still treated as a full-time student for immigration purposes and other purposes. At the university they have full access to everything we have to offer, and they're just working toward finishing their degree. So the most common kind of sustainer is a doctoral student by far at this university. The number of master sustainers is very, very small.

We're really talking about doctoral students typically in the later years, right? So maybe you do your coursework in the first and second year, then years, 3, 4, 5, 6. You're sustaining when that happens, you don't pay tuition anymore, because you're not taking any credits, you pay a sustaining fee for historical reasons that no one has been able to share with me. So whenever now, whenever tuition is increased, these go up as well by the same percentage. But it's not clear to me what the origin of this is. It's kind of like the human appendix. You don't know why it's there, how it evolved. But this is what it is. It's different for master students than doctoral students and it's suspiciously close to what a credit is. But it's not exactly a credit. So the proposal would be to set it to one value. That would be the first thing. Make it simple, and probably to rebase it. So the value that students on sustaining fees receive from the university, from their doctoral advising, and so forth, which is in the CBA. The new CBA says, how much time people are spending the doctoral students in it is high for something like this, so the idea would be to set them to one value that would be higher than this and somehow rebase it into the college budgets.

And of course, for students on grants, it would be offload, you know, the 40 would be offloaded to the grant.

I know there's a little bit obscure.

So what's the third flow? What's the number? So it's 1,210 for everybody, or is it higher for everybody? It's 1,210 for everybody right now. Yeah, what would it go to? I don't know. Maybe credits worth, you know. So like 2,000 or something.

Andrew Teplyakov

01:02:09

I was just not quite clear this. The proposal for sustaining fees, that all the fees 1210?

Louis Rossi

01:02:19

The proposal would be to set it to one value, not necessarily 1210. Probably. I'll be honest with you, Andrew, probably higher because this seems really low to me for the services we provide to our students here. The rebasing applies to how the budget model works. So if you just increased sustaining fees, it would just essentially suck money out of the colleges into central. So we would want a rebase.

Andrew Teplyakov

01:02:55

Just 1 point that I want to make is that very often this doctoral students and stem sustaining fees are paid by the students. We cannot really use Federal grants to do this, even though I would love to. But that's not always allowed to do.

Louis Rossi

01:03:13

Yeah, you can at the university. I mean, we can, and I have the 40.

Andrew Teplyakov

01:03:21

But if I did, I have to separately budget this into the Federal grant. I don't even know this category. So for a student who is supported by research, for example, through everything except for the last semester, or they finish the start of the next semester. They have to come up with the fee when they have no job, they have to come up with this number somehow.

Louis Rossi

01:03:46

Yeah, that's right.

Jeremy Firestone

01:03:50

Lou, if if we're going to increase it, I'd rather only see an increase in semester during which they defend their dissertation or theses, because there's a greater justification there, because faculty are obviously spending a greater amount of their time then they are during other semesters, and it's also then going back to the point that Andrew was making. I mean, it's going to be closer to the time when they're looking to start making some money. So outside of or greater amounts of money outside whatever kind of research type they have but it doesn't seem, you know, 1,200 doesn't seem to be… Okay. it. It's not a small number. It's not a large number. It seems to be sort of not an unreasonable number.

Louis Rossi

01:04:57

Yeah, it's just kind of there. I can't explain it. But it's there.

Jeremy Firestone

01:05:05

Anyway, if you're going to rebase it, there should be a basis for the rebasing.

Louis Rossi

01:05:11

 So let's say we took it to 2,000, or let's say we pinned it to credits. Let's say we pinned it to 2 credits, which is about $2,000, right? Let's say we did that. The rebasing refers to the fact that right now we have an incremental budget model. So you would go back to the year 2017. You'd look at how many sustaining students you'd have, and the colleges would automatically get that amount of money in their budget. The new value, and then for every additional student they split it 50/50 with the administration.

Jeremy Firestone

01:05:50

I'm sorry to bring up the budget model. So it's unfair. It is unfortunate, because, as we all know, I mean 2017 is somewhat ancient history now, and it's one year. It's not good science. And you know we should be making decisions and good science.

Louis Rossi

01:06:10

I agree.

Samuel Lee

01:06:15

Are there any more things to discuss here, Lou? II want to keep the meeting moving here.

Louis Rossi

01:06:24

Sure. Sorry. Yep, that's it.

Okay, terrific.

Samuel Lee

01:06:28

So we're gonna reach back to proposal 2, which was recommending to the Provost and the Faculty Senate, that language be added regarding assessment of advisement or mentoring of graduate students, and at that point in time, our discussions had some concerns about perhaps, adding language into the document or the proposal that better reflects equity in workload, and how workload is compensated. During that discussion that day, the brand new CBA agreement was announced. So our subcommittee had to kind of back up a little bit, review the new CBA agreement and see how it affects our proposal going forward, and whether or not language still needed to be changed. Ben Stanley, they gave our their report to the Executive committee this past Friday. I am allowing this time for Ben to give us a little update.

Ben Stanley

01:08:10

Thanks, Sam. So this committee is myself. Teomara Rutherford and Jessica Sowa. We looked at the new CBA and the language about credit hour conversions that was relevant to this issue of whether or not faculty are actually receiving that compensation for time spent on graduate advising. That language is still in the new CBA, and it's quite similar. It's now Appendix A. I believe it had been Appendix before. On reviewing, we felt that the concern kind of remained the same under the new CBA that it had been under the previous CBA. What we proposed to the Executive Committee the other day was that we would like to

conduct a survey of the faculty to get more data about it. You know where and how frequently it this is happening that faculty are not being compensated either in S contracts or in course releases either of which would be potentially acceptable form of compensation for forms of graduate advising that the CBA suggests they should be compensated for, so we are drafting a survey. We've put together a draft of survey questions. After the Executive Committee gave us the go ahead to start doing that. We are seeking some feedback from UD Advance on that survey, since they survey the faculty frequently. The plan is that survey would then go to Lou’s office to the communications team there who would be able to put it into

qualtrics for us. I believe, Lou, you could confirm for me whether they'd be able to put it into qualtrics for us. And then, okay, great getting a thumbs up on that, and then would be able to send it out for us. So that is more or less our update.

Ben Stanley

01:10:00

Jessica, do you want to jump in with anything else?

Jessica Sowa-University of Delaware

01:10:02

No, I don't have anything to add. We did try to design the survey so that it would gather data both from faculty and also from the department heads, so you could indicate if you are a department head and then share. If you have a formal policy written, that's separate, because in some ways it's gathering. We know that some departments do this better than others in terms of clarity. So gathering better practices would be helpful for trying in across the university

Ben Stanley

01:10:36

We would want to capture both issues units where this is not happening, but also capture good practices for how to compensate faculty time for this. So I think that's our update. If anyone has any comments or questions, we're happy to hear them.

Samuel Lee

01:10:49

I would like to say please urge your colleagues. Once these questionnaires come out to please try to answer the questions and take the surveys. Let's try to have a quick, turnaround time on that so that our subcommittee can get to work on finalizing their recommendations. Thank you, Ben and I'd like to move on to the next item.

That's with regard to our bylaws and reevaluating them to making suggested changes. So myself and buy in from Paul Lux and Mark Parcells, they are previous chairs and will be joining me in reevaluating the bylaws and making suggestions. Now that said, we're kind of in a pickle right now, because we are supposed to undergo a 5-year provisional review by the Faculty Senate of our initial bylaws. I know there were some small edits that been made along the way. They would probably have to be ratified as well as us trying to make recommendations. I don't think both things can happen by the end of this the spring term here. Both Lou and I have reached out to Jim Morrison of the Faculty Senate, with direct queries on the timing of these issues and how we should proceed. I have not received any communication back.

So I'm just going to plow a head forward with our Committee on examining the bylaws and making recommendations whether or not that goes into the package by the end of this fall term, which the timing will not fit. And if the Faculty Senate decides to act on our old bylaws, then I guess it comes to fall that we submit to the Faculty Senate. I don't see a way to operate right now unless I get further feedback.

from Jim Morrison.

That said. We're approaching our meeting time limit here. I want to send out another appeal again. We do need people for committees. We need to fill out the student Life Committee in which 2 faculty members are needed, and a chair needs to be determined among the group.

And we still need one member from the College of Engineering to be on the interdisciplinary curriculum meeting. The workload for this is really minimal. For the Student Life committee, I believe, was substantial on the one issue that they that brought us here to the proposal to that is you know, treating graduate students, like people and making sure that stays in place, and that there's a reporting mechanism for potential abuses. As you know, the situation spurred the generation of a student Bill of Rights which the College of Engineering has pushed forward. The last I heard is it is under legal review.

So that takes us to the end of our meeting.

Now, do you Sam? Do you have anything to report from the graduate student caucus?

Samantha Akridge

01:14:58

Well, maybe the one thing is that if there are committees that are doing anything, we've kind of been trying to get in touch with people, but haven't heard much back. So if you have a committee that is doing things right now, but you don't have a graduate student representative. feel free to reach out, because we'd like to know what's going on. But that's all.

Samuel Lee

01:15:20

Thank you for that, Sam.

SoDelight has been trying to reorganize the drive to make sure things are more visible and try to fill in some missing information there. If you do know of people or yourself that are already on committees, and don't see your name on the particular committee list. Please make Delight aware of it so that she can make updates.

Any other business?

Okay? Well, that concludes what I have on the agenda. Is there a motion to adjourn.

Andrew Teplyakov

01:16:13

so moved.

Samuel Lee

01:16:15

Thank you all in favor.

I think that's affirmative. Thank you so much everybody for your time. Bye, bye.