



## CALL TO ORDER

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Senate Chair Williams called the meeting to order at 3:20 p.m.

Hearing no objections, Williams put a 2-minute speaker limit in place for the entirety of the meeting for each motion.

## APPROVAL OF THE MINUTES, JANUARY 21, 2022 MEETING

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Chair Williams asked for additions or corrections to the minutes of the January 21, 2022, special Senate meeting. Hearing none, she declared the minutes approved as distributed.

## APPROVAL OF THE MINUTES, FEBRUARY 9, 2022 MEETING

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Chair Williams asked for additions or corrections to the minutes of the February 9, 2022, meeting. Hearing none, she declared the minutes approved as distributed.

## REPORT OF THE CHAIR

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### SEC Update

Chair Williams announced that the Senate Executive Committee (SEC) met on February 14, 2022 and approved the placement of the items on the agenda today, including the President's State of the Campus Address and the Revisions to the Diversity General Education Requirement, which will be voted on later in the meeting.

### Remaining Senate Meetings

Chair Williams stated that the Senate has three meetings left for this academic year. These will all be held virtually on Zoom. There will be two meetings in April due to the fact that the May 4, 2022 Senate meeting is the transition meeting for the Senate. All of the continuing Senators and all of the newly elected Senators will elect the new Chair-Elect of the Senate and vote on the elected committees and councils of the Senate, such as the Senate Executive Committee, the Committee on Committees, and others that the Nominations Committee is in the process of developing slates for. All Senators should make every attempt to attend the two April meetings.

### Elections

Chair Williams announced that the voting period for our staff, student, and single-member constituency Senators for the 2022-2023 academic year opened on February 21, 2022, and ends this Friday, March 4, 2022. If you are in one of these constituencies, please vote for your Senators and encourage your colleagues to vote as well.

## Nomination Committee

Chair Williams advised that the Senate Nominations Committee is in the process of generating slates of candidates to run for open positions on Senate-elected committees and councils, including next year's Senate Executive Committee, Senate Committee on Committees, University Athletic Council, Council of University System Faculty, and Campus Transportation Advisory Committee. The committee is still looking for candidates to run for these important positions, and newly-elected Senators will be contacted after election results are confirmed to solicit self-nominations. Not all positions require Senate membership, and it is important to continue to have strong nominees in all of these elections, so please consider running or nominating your colleagues for these positions. More information about all of these positions can be found on the Senate website.

## **SPECIAL ORDER: PRESIDENTIAL BRIEFING**

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**Darryll J. Pines**  
**President of the University of Maryland**  
***2022 State of the Campus Address***

Chair Williams invited President Pines to provide his 2022 State of The Campus Address.

President Pines thanked the members of the Senate leadership and Senators for their commitment to the University and its mission for shared governance. He noted the University supports all students regardless of nationality as the Ukraine-Russia conflict ensues. He stated that there are several searches that are ongoing, including hiring new deans for ARHU, BSOS, and EDUC; replacing Vice President For University Relations Brodie Remington, with Lucy Dalglish as the chair of the search committee; and a search to find a new speech writer for the President.

President Pines stated that on day one of his presidency, he had two main priorities: achieving excellence in everything that we do and creating a more inclusive and diverse community where every person can reach their potential. President Pines then explained his 12 initiatives, all of which fall under three categories: Improving Student Experience, Creating an Inclusive Environment, and Advancing the University. He listed his initiatives and progress made thus far.

1. **Increasing Staffing for Mental Health Services:** President Pines stated that proposals and funding plans for the expansion of the University's Mental Health Services are in the works.
2. **Hire a Coordinator for Immigrant and Undocumented Student Life:** A Coordinator for Undocumented Students has been hired.
3. **Increase Philanthropic Support for Students:** By way of donors and faculty and staff, there is now over \$2 million in the Student Crisis Fund. The stimulus packages all went to student financial aid, making the whole number of philanthropic support closer to \$30-40 million.
4. **Affirm Our Culture and Values: TerrapinSTRONG:** President Pines explained the Campus Onboarding initiative, noting 4 core elements of the program: embrace diversity, acknowledge the University's history of denying access to certain communities, celebrate the University's traditions, trailblazers, and communities; and take action to advance diversity, equity, inclusion, and social justice in every way we can. There are four modules that every faculty, staff, and student must take, though one or two more modules are being planned. As of this morning, almost 15,000 people have enrolled in the program, and approximately 13,000 people have completed it. He then went into the post-completion survey answers from staff, faculty, and

students, noting that the vast majority of people are more excited or feel about the same about joining the campus community.

5. Naming of New Residence Halls: Two new residence halls have been named Pyon-Chen and Johnson-Whittle. Pyon was the first Korean-American student to come to UMCP or any university in the United States. Chen was the first Chinese student to attend UMCP and 4 generations of the Chen family have attended since, with one currently enrolled as a Sophomore. Johnson and Whittle were the first African-American female and male students, respectively, to attend and, in Johnson's case, earn a degree from UMCP.
6. Enhance Diversity, Equity, and Inclusion in the Curriculum: Today is the vote on how the University will enhance the Cultural Diversity and Competence curriculum requirements.
7. Enhance Community Policing: The task force's report has been completed and in a week or so the report will be released to the campus community. The report will detail what has been worked on thus far, as well as further plans. The University had invested in the 1033 program, which allows military equipment to be used by local police departments. President Pines has since disenrolled the University in the program, as requested by the campus community.
8. Promote Voter Registration Efforts, Election Day and Census Participation: 2020 was a voting year, so the University took steps to get the word out about voting.
9. Advance Student, Faculty, and Staff Diversity: President Pines gave highlights of this \$40 million initiative. The University, with the help of Barbara Gill, has started using the Common App and has gone test-optional over the last couple of years, leading to the University's highest number of applications in its history and perhaps the most diverse. The Family Plan has been launched through the Provost's Office and 17 diverse, tenure-track faculty members have been hired across the University.
10. Launch Research Leaders Fellows Program: This program has been launched to help junior faculty to learn how to lead larger center efforts and go after strategic opportunities in broader, multidisciplinary research areas to help grow our research program.
11. Display David Driskell Collection at University House: A distinguished University professor who lost his life to COVID-19 in March of 2020 was promised to have some of his artwork displayed at President Pines' inauguration. Though he didn't live to see it, some of his work is on display at the University House.
12. Host Voices of Maryland Listening Sessions: There have been a variety of listening sessions and the Provost has asked the audience a question each month related to the Strategic Plan, which is inclusive of the campus community's thoughts on where the University ought to be heading.

President Pines commented that over one quarter of federal R&D funds go to CA and MD, \$19 billion and \$17 billion, respectively, noting the many federally-funded research centers in our state. He then stated that we need to leverage our strategic location in order to take greatest advantage of funds. He went on to explain our rankings with regard to funding, noting that only 5 states that have a public and private school hold more than \$1B in endowment: CA, MA, PA, MD, and NC. He explained UMD's rankings in terms of funding compared to other US schools, noting that the University is in the top ten for funding in the social sciences, NASA funding, computer science

funding, DoD funding, and all non-science and engineering fields (business, education, humanities, social work, and the arts). He also stated that we are third in funding by all other Federal Agencies, including NIST and NIH, and that the University is doing very well but could always do better. President Pines noted that there are rising research expenditures, which is a good sign because money is a means to impact and to do great work. He then said that the University is tied for third place for its number of Fulbright Faculty Scholars, which is eight, noting that the University was not on the top ten chart just 10 years ago, meaning that the University is a quality institution capable of competing with other major institutions.

Pines went on to explain new degree programs and research centers that have been launched, including a Post-Baccalaureate Certificate in Latin American and Caribbean studies, a Bachelor of Science in Fermentation Science, a Bachelor of Arts in Technology and Information Design, a Bachelor of Science in Social Data Science, Post-Baccalaureate Certificate in Dual Language Education. Two programs are pending: a Doctorate in Business Administration and a Post-Baccalaureate Certificate in Remote Sensing. Newly launched research centers include the Brin Mathematics Research Center, a Quantum National Laboratory, and the ARLIS - Applied Research Laboratory for Intelligence and Security had a ribbon cutting ceremony.

In terms of the Fearless Ideas Campaign, President Pines stated that the university has raised about \$1.551 billion in donations and scholarships, which is approximately 103% of the original goal. Furthermore, in December the University's endowment reached over \$1 billion for the first time. President Pines explained that approximately \$600 million went to facilities, \$350 million went to faculty support, \$336 million went to student support, and \$269 million went to research. Approximately \$14 million is unrestricted. The facilities that were funded by the Capital Campaign and other gifts include the School of Public Policy, the Brendan Iribe Center for Computer Science and Engineering, the new Cole Field House, the Edward St. John Learning and Teaching Center, A. James Clark Hall, and the E.A Fernandez IDEA (Innovate, Design and Engineer for America) Factory. The Capital Campaign also funded the Campus Pantry, the Feller Center for Advising and Career Planning, Gosset Hall, and an outdoor exhibition space named for Nancy and Chuck Clarvit. On Giving Day 2021, the University raised almost \$3 million, supporting 466 different areas. Pines urged the campus community to work hard to reach \$3 million this year.

President Pines next pointed to the University's enrollment, showing metrics of freshmen admission in Fall of 2022 compared to 2020 and 2021 and noting that the rise in applications indicates that the University is becoming a national institution. The University had 55,402 applications, 17,880 fall admits, and 4,225 spring admits. The average GPA for fall admits is 4.47, and 78.7% were invited to LLOSP. President Pines then spoke about student highlights, explaining that two UMCP students, Steven Jin and Naveen Raman, earned Churchill Scholarships in 2022, which will allow them to earn their master's degrees at the University of Cambridge. Additionally, seven Terps were highlighted in the 2022 Forbes 30 under 30 (600) list: Jeron Davis '15, Sam Drozdov '18, Srijan Kumar M.S. '16, Ph.D '17; Amber Mayfield '14, Olivia Owens '14, Jorge Richardson '21, and Ali Salhi M.S. '18.

President Pines went on to explain the Fearless Forward Strategic Plan, which focuses on reimagining learning, taking on humanity's grand challenges, investing in people and communities, and partnering to advance the common good. Looking forward, the University will define a management structure in order to execute the Strategic Plan. President Pines noted that new announcements will be sent out and that new RFPs and RFIs are in the works from faculty staff

students so that the University can manage investments and move the campus forward. He finished his speech by insisting that the University's future, as a whole, is very bright.

After his closing remarks, Pines called out Boris Lushniak, who is from Ukraine, noting the University's support for him and thanking him for his service.

Chair Williams opened the floor to questions.

Senator Perkey, Graduate Student, BSOS stated that Delegate Washington is introducing a bill to the Maryland House of Delegates to remove quotas for police officers and prohibit using them as incentives for promotions and raises. She then asked if the University will be taking a stance on this.

President Pines responded that he can't comment on the matter as he is not familiar with the bill, but noted that last year Delegate Washington introduced a Crime Reform bill, which passed.

Senator Wolfe, Emeritus Faculty, CMNS, stated that one of the biggest issues with higher education today is the high cost to undergraduate students, which might be keeping people out of higher education. He then asked if there was a plan to mitigate costs so that those who are qualified can afford to attend the University.

President Pines responded that the University is working with the local government to get additional financial aid for needy students. He stated that, either through the state or fundraising, the University intends to get funds to give to these students.

Senator Lin, Faculty, EDUC, stated that, given the situation in Ukraine, given the fact that the University plans to give a lot to diversity and overcoming grand challenges, the University needs to promote peace and reconciliation more and provide peace education. Senator Lin proposed the establishment of a peace education research and service center in the University.

President Pines responded that there's a lot for the University to do in order to be leaders in the world and he hopes that, when the RFPs come out, Senator Lin will lead a proposal on this. The University administration and deans have talked and are considering bringing in more civic education in order to get students more involved in policy and affairs. The University is working with Big Ten peers to possibly bring Ukraine students to the various Big Ten universities. They are trying to expedite the visa process and have already reached out to Homeland Security for approval. The University is currently looking for funding and is partnering with other groups as well. President Pines ended his statement by saying that the University is committed to investing in people, communities, and excellence.

Senator Lin, Faculty, EDUC, responded she has done teaching, research, and activism for peace education for 20 years but has not found that there is momentum. She closed by stating that the University can still be a leader in this area, despite the lack of current momentum.

Senator Sharp, Exempt Staff, VPA, stated that over the last several years, the University has gone through a "Great Resignation" or contraction of staff, noting that there has been lots of turnover. She then asked what the University's plan is to keep and attract the highest quality staff to support research and education.

President Pines responded that there are pockets of staff who will never come back for many complex reasons and that the Provost has formed a working group with HR staff to come up with ways to invest in people and communities. They will also make a plan to attract, retain, and provide a way up for staff moving forward.

Senator Goodman, Faculty, CMNS, stated that in research, postdocs are mostly foreign, which makes it hard to hire someone in a timely fashion. He said that the paperwork to hire foreign postdocs can take six months, as one needs a visa, university paperwork, and other documents. By the time they are ready to work, there may be no place to put them. The University needs to help advance the process. Senator Goodman gave the example of the Russian postdoc that he is trying to hire, who is able to attend group meetings online but Senator Goodman is unable to finalize his employment due to the paperwork and procedures. He said that is negatively affecting their research effort.

President Pines responded that he would look into what he can do about the situation and see whether the University has to follow federal or state guidance on the matter.

Senator Brewer, Faculty, ARHU, stated that the University is losing tenured and tenure-track faculty, noting that the ratio of contingent faculty to tenured and tenure-track faculty has been shifting in the wrong direction over the last ten years. The pandemic has made it worse, as many tenured faculty chose to retire. She explained that she understood why there was no big push to remedy the issue this year given all of the uncertainty, but with a \$1.2 b surplus from last year returned by the state plus all of the University's normal funding, she wanted to know what plans the University has to reinvigorate the tenure ranks and improve conditions for contingent faculty. She noted it is scandalous that some 75% of classes are taught by contingency faculty instead of tenured and tenure-track faculty.

President Pines responded that there have been a lot of budget cuts and no raises for many years, so there was no money to hire tenure-track faculty. He mentioned that the University has, at times, had to give any money over base-budget back to the state. He noted that some disciplines require starter packs, which are also expensive, which is why the University hired contingent professors as a way to backfill teaching. This is why there has been a rise in the professional track corridor. He confirmed that the tenure track has remained flat, though the Family Plan, mentioned earlier, has hired 17 tenure-track faculty so far and the University aims to grow that number to 100. The money that was returned by the state will be reinvested to grow the tenure-track in the units and hopefully, over the next 2-3 years, the tenure-track will start to see an uptick in numbers as the university strategically invests in the colleges and hires new faculty.

## **REVISIONS TO THE DIVERSITY GENERAL EDUCATION REQUIREMENT (SENATE DOCUMENT #20-21-10) (ACTION)**

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Cynthia Stevens, Member of the Educational Affairs Committee and Diversity Education Task Force, presented the Revisions to the Diversity General Education Requirement (Senate Document #20-21-10) as a subject matter expert and on behalf of Ross Salawitch, Chair of the Educational Affairs Committee. Ms. Stevens also provided background information on the proposal and the Committee's recommendations.

Ms. Stevens opened by explaining that she represents the Office of Undergraduate Studies on the Senate's Educational Affairs Committee (EAC). Her faculty appointment is in the Management & Organization Department at the Smith School of Business, where she is an Associate Professor.

Ms. Stevens stated that the Educational Affairs Committee (EAC) was charged with reviewing proposed revisions to the General Education diversity requirement as recommended by the Diversity Education Task Force (DETF). She then discussed the historical context that led to the establishment of the DETF and its recommendations. She stated that, starting in 2016, there were numerous hate-based incidents on campus, including the murder of an African-American Bowie State University student, Lt. Richard Collins III, by a white UMD student in May 2017. There was a campus wide call to action and the creation of two task forces to help make an inclusive and safe campus and refine the curriculum: the Inclusion and Respect Taskforce and the DETF. Ms. Stevens noted that the DETF made four recommendations associated with diversity education, one of them being the revisions to the General Education diversity requirement.

Ms. Stevens stated that the EAC consulted with numerous stakeholders, subject matter experts, and the Senate as it conducted its review. She noted that some committee members acknowledged that it was challenging not to see their own primary social identity named in the learning outcome, or to see some aspects left out, but ultimately a majority of those members determined that it is necessary to have analysis of systemic racism be a requirement of the revised learning outcomes due to the historical and recent experiences at the University and throughout the United States, as well as for pedagogical reasons. She explained that the proposed learning requirement on analyzing racism does not focus on the experiences of Black Americans or African-Americans, but rather that the anti-bias learning outcomes should include include hate-bias against all races, including, but not limited to, antisemitism, anti-Asian, anti-Latin, and anti-Indigenous biases. Other identities, such as gender, gender identity, sexual orientation, disability, language, and religion are not excluded from the required learning outcome and can meet the proposed learning outcomes by including content on historical, contemporary, domestic, or global racism. The EAC determined that several historical factors and concerns expressed by members of the campus community warranted revisions to the Gen Ed diversity requirement in order to create a more respectful environment at the University, which aligns with the University's principles and values.

Ms. Stevens noted that the EAC recommends that the General Education diversity requirement should retain its current structure of two courses and a minimum of 4-6 credit hours, but that it ought to be renamed and altered to include new learning outcomes: *Understanding Structures of Racism and Inequality* would be the new name for the diversity theory category and *Navigating Diverse Social Environments* would be the new name for the practice-oriented category. *Understanding Structures of Racism and Inequality* would require students to analyze the structures of racism, as a form of historical or systemic discrimination or through intersectionality with other forms of power and oppression. For *Navigating Diverse Social Environments*, the options for the one required learning outcome for this category would be expanded to a more extensive set of three skills-oriented learning outcomes. Ms. Stevens explained that students would be required to take one course in each new category, whereas, currently, students are able to fulfill the diversity requirement by taking two theory courses. She stated that the EAC also recommends that the learning outcomes for the diversity course categories acknowledge that a multilingual society is an important dimension of diversity.

Ms. Stevens then gave the EAC's recommendations on strategies for implementing the proposed revisions to the diversity requirement. The EAC recommends that the University create a General Education Diversity Implementation Working Group, which would ideally have a broad faculty representation in terms of discipline, rank, and demographics. Ms. Stevens explained that the working group would develop an implementation plan that: refines and clarifies the learning outcomes to provide clear and sufficient guidance on the course content for each category, assesses the impact on and proposes necessary revisions to current administrative processes and systems, and identifies resources and support for faculty. Ms. Stevens stated that the working group should submit a final implementation plan to the senate for review.

Ms. Stevens closed by stating that the EAC recommends that the proposed revisions be approved by the Senate.

Chair Williams opened the floor to discussion of the proposal.

Senator Wolfe, Faculty, College of Computer, Mathematical, & Natural Sciences (CMNS), asked if this proposal was the "notorious Critical Race Theory."

Ms. Stevens responded that Critical Race Theory means different things to different people. Any analysis of systemic racism is important, but analysis of this kind is not necessarily categorized as Critical Race Theory; she stated that some people might, but she does not. She stated that she believes that it was a theory that originated in law schools, but she herself teaches courses dealing with psychology in business school.

Senator Reed, Faculty, College of Behavioral & Social Sciences (BSOS), introduced Jimin Kim, an undergraduate psychology student, who expressed concern that focusing on racism might diminish and focus on other social identities. She stated that she did not think that it necessarily would, but noted that courses should be intersectional in nature. She also noted that the University should be focused on securing the safety of those on campus, working to prevent hate crimes before they happen (and thus reducing the need for course requirements like this), rather than focusing on retaliation.

Senator Peterson, Graduate Student, BSOS, thanked the committee and the Senate for taking steps that help the University align with its core values. Senator Peterson then introduced Caroline Toratto, an undergraduate psychology student, who voiced her support for the proposal, noting that analysis of race on a structural level and education is critical to growth, but it is also important to include intersectional identities. She stated that active self reflection is necessary at all levels of the university, as is acknowledgment and the urge to make change occur. The University and campus community need to change their perspectives and seek education and analysis. She stated that this proposal would deliver such education directly to students in their coursework. She explained that this is a way for the University community to continue advancing on every level, becoming more inclusive.

Senator Oates, Faculty, Philip Merrill College of Journalism (JOUR), thanked the committee and all who contributed to this proposal. She stated that Critical Race Theory is a phrase that is thrown around to silence people, noting that people should be wary of being silenced, of being told what they can and cannot do. She concluded by noting that the University owes students the right to tools of analysis and critical thinking.

Senator Dougherty, Faculty, BSOS, introduced Madeline Harris, an undergraduate student, who expressed her support for the proposal, stating that this primarily white campus needs to show support for POC students and that the University's commitments to anti-racism needs to be non-performatively upheld by its actions. It needs to produce active, empathetic community members. She stated that the best way to achieve the change that the campus community wants is to do it through coursework, though it is currently too easy to opt out of courses that meet the current diversity requirements. She concluded by noting that the University sits on the land of the Piscataway, Sussqehannac, and Nanticoke people, was constructed by enslaved Americans, and is in what is one one of the most affluent, predominantly black counties in the United States.

Senator Perkey, Graduate Student, BSOS, introduced Janelle Wong, American Studies faculty, who asked whether or not this proposal prioritized race over other identities in the classroom. She noting that this is not a question of race *instead of*, but rather race *in addition to* – study of gender and religion and sexual orientation – need intersectional study and consideration of race. This proposal promotes race with other identities, intersectionality. If it does not pass, we will be back at the place where people can pass the diversity requirement without ever talking about race.

Senator Simon, Faculty, School of Architecture, Planning, and Preservation (ARCH), stated that diversity education is preparing students to live on a diverse campus, but also participate in civil society. She noted that this is an historic moment where the conversation of race is ever-present on the national stage. UMD should insert itself into this national conversation as a leader. Senator Simon stated that she endorses this proposal. She concluded by noting that she wants all students to be able to leave this campus to be respectful and productive members of society, able to understand race and racism, as well as all inequality, on a theoretical level, and be equipped with the tools that they need from the practical component of the gen ed requirement to advocate for a better world.

Senator Moaddel, Faculty, BSOS, stated his appreciation for the proposal but that he would like to see data to support the need. He stated that the University needs to collect information on where, who, and what, as the University does not have any of that data. He noted that the proposal includes important content, but the University also has to look at the social processes that make people misbehave. He explained that he fears the University will not get to the root of the problem without proper data.

Ms. Stevens responded that the data can be accessed at the Office of Diversity and Support, stating that data was utilized by the DETF when coming up with recommendations.

Senator Brewer, Faculty, College of Arts and Humanities (ARHU), stated her endorsement for a number of reasons. She wanted to reconsider general education requirements overall. She stated that people are losing knowledge of the world overall, noting that people will enroll in some classes but not others like Russian history due to the fact that some history courses provide general education credits but not others. She stated that global history requirements ought to be included. She reiterated her support for the revisions, but urged the Senate to think about what is not being required of students as well.

Senator Kules, Faculty, College of Information Studies (INFO), introduced Eric Hung, Adjunct Faculty, who stated his support for the revisions. He stated that he was excited because it broadens

course offerings about intersectionality by requiring race content, pushing professors to include it in current courses. He expressed that it is important that students know how to talk about these things and he hopes that this new diversity outcome will allow the University to look further into the history of bias and hate on campus. Mr. Hung concluded by saying that this proposal is a modest but important step.

Senator Butler, Faculty, School of Public Health (SPHL), stated that he supports the revisions and encouraged others to do the same. He explained that if the Senate does not support these revisions, there will be other issues with inequality (homophobia, racism, xenophobia, agism) and the University will miss educating another generation of students who know nothing about these issues. He stated that he prefers the term structural racism over systemic racism, explaining that systemic racism is a component of structural racism but that structural racism is the totality of ways that society fosters racial discrimination, reinforcing inequitable systems (housing, education, employment, earnings, benefits, credit, media, healthcare, criminal justice, and more) that in turn reinforce discriminatory beliefs, values, and distribution of reflected in history, culture, and interconnected institutions.

Senator Ashour-Bailey, Exempt Staff, A. James Clark School of Engineering (ENGR), stated her full support for the proposal but noted that she had a logistical question. She had a concern over naming and asked if there were any limitations as to what government funds can go to. She asked if, due to the technical naming of the category of courses, funding can ever be denied.

Ms. Stevens responded that she does not know the answer to Senator Ashour-Bailey's question but will push for funds to be used. She noted that funding and naming could be implementation issues and reminded Senator Ashour-Bailey that there is a proposed working committee, which could handle naming concerns.

Seeing no further discussion, Chair Williams called for a vote on the proposal. The result was 99 in favor, 8 opposed, and 8 abstentions. **The motion to approve the proposal passed.**

## NEW BUSINESS

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Senator Brewer, Faculty, ARHU, stated that there is a lot going on at the state level that would be interesting to the Senate. She mentioned an anti-Critical Race Theory bill that is currently in the House, unlikely to advance. She stated that graduate student unionization is strongly supported by students of this university; she notes that she would like it formally considered by the next Senate meeting, if possible. She went on to explain that prescription drug benefits for retired faculty are set to expire on 1/1/2023. She noted that there is a bill in the House that should be supported. Senator Brewer stated that she would also like to find a way to integrate more national questions into the agenda for next time.

Senator Perkey, Graduate Student, BSOS, agreed with Senator Brewer, stating the graduate students want collective bargaining rights, meaning the right to collect, not necessarily unionize.

## ADJOURNMENT

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The meeting was adjourned at 4:48 p.m.