

Faculty Senate Meeting Minutes
Wednesday, November 18, 2020
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	X	Seung-Jong Park (ENG)
2	X	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	X	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	X	Helen Regis (HSS)
6	X	Kellie Brisini (HSS)	30		Katharine Jensen (HSS)	54		Maria Rethelyi (HSS)
7	X	Elizabeth Carter (Law)	31		Kelli Scott Kelley (AD)	55	A	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	X	Kirk Ryan (VCS)
10	X	Chantel Chauvin (HSS)	34	X	Gerry Knapp (ENG)	58	X	Bhaba Sarker (ENG)
11	X	Senlin Chen (HSE)	35	X	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	X	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	A	Suzanne Stauffer (HSE)
17		Jennifer Davis (HSS)	41	X	John Miles (LIB)	65	X	Daniel Tirone (HSS)
18	X	Fabio Del Piero (PBS)	42	X	Mustajab Mirza (VCS)	66	A	Matthew Vangjel (MDA)
19	X	William Doerfler (SCI)	43	A	William Monroe (Law)	67	X	Meredith Veldman (HSS)
20	X	Peter Doran (SCI)	44	X	Carl Motsenbocker (AG)	68	X	Muhammad Wahab (ENG)
21	X	David Dulceany (HSS)	45		Ioan I. Negulescu (AG)	69	X	Nan Walker (Coast)
22	X	Jake Esselstyn (SCI)	46		Robert Newman (BUS)	70	X	Wei-Hsung Wang (Energy)
23	X	Edward Gibbons (HSE)	47	X	Rafael Orozco (HSS)	71	X	Sonja Wiley (BUS)
24	X	Doug Gilman (SCI)	48	X	Derick Ostrenko (AD)			

Guests:

Arend Van Gemmert	Andrew Maas	Ryan Landry	Stanley Wilder	Stacia Haynie
Lori Martin	Brian Ainsworth	Chris Barrett	Stephen Finley	Erin McKinley
Craig Woolley	Jane Cassidy	Anna Bartel	Charles Delzell	

Public Comments on Agenda Items

None.

Consideration of the Minutes from October 29, 2020

Moved by Steven Ross and Katherine Henninger.
 Approved unanimously with potential corrections.

President's Report

1. We are looking into having in-person meetings for the Spring semester while simultaneously broadcasting as we are now. We want to start moving looking forward and returning to some level of normalcy.
2. The Title IX allegations are a very serious matter. I reached out to administration to request someone to address and we thank Provost Haynie for doing so.

3. I am requesting regularly updates on the AAUP censure. As a reminder, if you suspect something, it is better to report than not. I encourage you to familiarize yourself with the tools available on the Title IX website.
4. The Title IX training video has several inappropriate and uncomfortable points. Things like this may or may not have contributed to somewhat inconsistent training compliance. I will be following up with administration about some serious, perhaps potentially age-appropriate training for our faculty and staff.
5. FSEC has communicated with several representatives from student government. We typically rely on the actual courses and curriculum committees for feedback on student requests and in other cases, as you well know request feedback from the faculty, we have the faculty senators. We are still waiting on committee responses. If you have any questions, do not hesitate to reach out to the FSEC.
6. Faculty and staff are not obligated in participating in the graduation ceremony.
7. Questions have arisen regarding college representation on the Senate. Seats are determined by a census from the Department of Finance and Administration. Additionally, faculty or college policy committees are to conduct the elections. Faculty must elect their representative for meaningful and effective representation. Please contact your college policy committee to share their election process. Also, remember that faculty senators must take a one-year hiatus between terms. We encourage all to participate and welcome all voices. The FSEC and Academic Affairs will be planning a meeting between college policy chairs in the Spring.
8. Some faculty have been receiving phone calls from Blue Cross Blue Shield. They are conducting a survey with several uncomfortable and personal questions. We have raised this issue with administration.
9. FSEC has requested a clear plan on cost of living raises. There needs to be a sustainable plan for annual cost of living salary increases.
- 10.

Q & A Summary:

None.

University Update, Stacia Haynie, Executive President and Provost, Office of Academic Affairs

Dr. Stacia Haynie thanked the Senate for allowing her to speak this afternoon. She is stepping in for Interim President Galligan to discuss the Title IX allegations from the USA news story. She expressed gratitude to the victims and their courage to come forward. Provost Haynie stated that the administration was taking the complaints very seriously and will use the opportunity to improve efforts and awareness. There have been several discussions regarding a better support system for victims as well as how to report. The information will be able to be quickly routed to the appropriate people and provide the correct resources. LSU has hired an outside company called Blackwell to review all processes and make recommendations on weaknesses. If you are aware of challenges, concerns, problems, or issues, please communicate those directly to the Office of Academic Affairs or Blackwell. Interim President Galligan and Provost Haynie will be meeting with student leadership about this issue and ideas to tackle racism on campus.

Q & A Summary:

None.

Digital Ownership, Andrew Maas, Associate Vice President for Research-Technology Transfer Director, Office of Innovation and Technology Commercialization

Andrew Maas manages the intellectual property portfolio of the university. His work usually consists of the patents that are developed under research completed at LSU. Often, he becomes looped into conversations regarding copyrights, trade secrets, and trademarks. Mr. Maas's attendance for this meeting stemmed from several questions developed from LSU going completely and/or mostly virtually during the pandemic. There are two documents that control many of these issues. One is an LSU regulation, PM-15, and the other can be found on the Board of Supervisor's website. PM-15 has not been updated since 2002 and is quite outdated. A committee has been formed and tasked with reviewing and updating the document. Chapter seven of the LSU regulations cover intellectual property. Section seven, paragraph A indicates that the university releases to the respective authors all the university's interest in any copyright to a book, article, lecture, thesis, dissertation or other literary work, work of art, course material, or music composition that would otherwise be an LSU work. The regulations state that LSU is the employer. We want researchers and faculty to be free to use and disseminate in whatever way necessary and is released back to the respective author. The first paragraph also allows the university to keep archival copies. The university has the rights to access course materials. The second paragraph releases the rights to course material and only applies to the extent that an author or coauthor himself or herself uses those materials in a bona fide teaching or instruction of a regularly scheduled course for credit at the university. The materials that a faculty member develops for a course are considered course materials and are released to that faculty member if they are teaching that specific course. The disparity for this regulation occurs when a faculty member is not teaching a course at LSU. There is an exception that states that some of the items outlined in the LSU regulations shall not be released if the university publishes or produces a derivative work backed on that work, where the derivative work is an audio, video, or digital production or broadcast, including by way of example video recordings of lectures, other recordings of lectures, distance learning activities, or other course related materials. This was written to protect the university and the faculty from anything inappropriate uses outside LSU courses. For example, recording your lectures at LSU and then using them for personal gain through means other than LSU. It does not necessarily apply when dealing with moving online or moving to electronic format, like the steps taken for the pandemic. The current PM-15 and LSU regulations, written in 2002, did not anticipate all online educational activities. Live streaming does not seem to be an issue as long as the individuals receiving the stream are enrolled in the course and not able to capture the stream.

Q & A Summary:

Robert Cook: Over the summer, faculty used personal funds and time to develop recorded lectures for the Fall semester. Who owns that video?

Andrew Maas: Is that for a credited course you teach at LSU?

Robert Cook: A regularly rescheduled course for credit at LSU. Yes.

Andrew Maas: In that scenario, that material would be owned by the faculty member if you did not use any of the support services of online and continuing education. There would be a royalty-free, non-exclusive, license that the university could use it for any purpose.

Tara Houston: So, really the difference here is the involvement of an LSU entity in capturing or recording ownership.

Andrew Maas: Yes. It comes down to that it is for credit.

Mandi Lopez: We frequently record our live lectures for purposes of sharing for the students that are not present, ectara. So, even if we share with the students and use them for instructional purposes, who is the owner and does the university have a right to use the recordings in the future?

Andrew Maas: The faculty member retains the rights to any lecture recordings. According to the LSU regulations, that faculty member may not sell that lecture outside of the university for financial gain.

Muhammad Wahab: If any student in the class decides to videotape the Lectures in an LSU course and decides to distribute elsewhere, in that case, how would LSU control such activities by students in a course?

Andrew Maas: LSU does not have a plan on how to handle a student videotaping course content. That would be covered by Academic Affairs. However, the bylaws do not address that scenario. If you have concerns for this, add a statement to the syllabus that videotaping, and redistribution would not be permissible.

Sonja D. Wiley: Why would it not be permissible for a student to video record an online lecture?

Andrew Maas: There is nothing to stop the student from setting up a camera and record the lecture. The problem arises when the student decides to redistribute or sell that content.

Mustajab Mirza: How can we create an insignia on all video lectures and also make students unable to download?

Andrew Maas: One of the university offices might be able to create an official LSU branded insignia, however, I'm not sure if something like that is available. For the second question, there might be some Moodle settings where you can make video content not downloadable.

Kenneth McMillin: Thanks for clarifying some of the scenarios. Some of our colleagues at other LSU campuses teach classes on campus and online simultaneously. Does LSU own all the course materials in that case?

Andrew Maas: If it is a course for credit at LSU, regardless of how it is delivered, the underlying course material is owned by the faculty member. This includes online content.

Kenneth McMillin: Perhaps the committee also needs to investigate whether LSU Online is a part of LSU. There is a lot of confusion regarding ownership.

Andrew Maas: Yes. The revisions to PM-15 will address this issue. There is a lot of nuance to it and we need to make it as clear, concise, and as straightforward as possible.

Tara Houston: Is there someone from the arts in the committee? For example, in my theater courses, I build a step-by-step tutorial for an art driven project. It is a huge undertaking, and the committee would benefit having someone from the arts to give this perspective.

Andrew Maas: I know that Ryan Landry is working with us on the committee. Yes, we can do that. If there are any other specific questions, feel free to email me directly.

LSU ITS Updates, Craig Woolley, Chief Information Officer, Information Technology Services

Craig Woolley thanked the senators for allowing him to address some updates as well as upcoming events. There will be a town hall tentatively scheduled for December 4 at 8:00am. It will be a joint presentation between Mr. Wooley and Dr. Thackaberry from LSU Online. We want to make sure that questions and concerns are addressed to be as proactive as possible. ITS will be outsourcing the mainframe to mitigate the risk of any kind of mainframe failure. We will be contracting someone to turn our mainframe into a cloud-based product. Hopefully happening soon is we will be starting the process again of looking at replacing that student information system from the mainframe, we will be entering into a competitive process in looking for a commercially available replacement for that system. Two factor authentications will be added to Workday. ITS is focusing on customer service and satisfaction. We will do a much better job next year of making sure it's better vetted and more people are aware of it and are asked to respond. The previous survey sent to the LSU campus had an overall score of 70%. We are not viewed as a group that is out there trying to help you proactively do your job. I think we're viewed as more reactive we wait for a problem to occur before we try to fix it. That is loud and clear. ITS will have a goal of 90% customer satisfaction in the next three years. ITS will continually focus and improve on customer service and communication. Another goal is to make software and hardware acquisition needs to be made easier for faculty and staff. We have a new system that we're putting in place that will make that much more streamlined. ITS will be forming a committee to work on making ways to make service better and seamless. They are also going to work on redefining the governance process and look at services that are provided that might not necessarily need to be charged to departments and individuals.

Q & A Summary:

Robert Cook: Why doesn't LSU have an IT hardware professional allowance program? Most faculty do not receive funding to purchase computers. Many have expended personal funds to go virtual during the pandemic. Other universities have this allowance. Can you explain why LSU does not have this program?

Craig Woolley: I am a firm believer in making others' jobs easier. I will make a note of this and will have it on my list when I meet with Donna.

Standardization of Hiring Practices, Jane Cassidy, Senior Vice Provost, Office of Academic Affairs

Rather than go through the revision of the document, Dr. Cassidy started to address the faculty concerns and misunderstandings from previous comments. The intent is to treat this document as a living document with changes occurring periodically as needed. The committee will continue working with additions, edits, and reconsiderations. The second edition should be available by January. Dr. Cassidy provided some background to the suggested changes. During the University diversity retreat, subcommittees were assigned different tasks. Jane Cassidy was on the subcommittee assigned to faculty recruitment, retention, and professional development. The large picture was to increase the diversity among faculty and create an environment where everyone feels valued, respected, and successful. Many items can contribute to this goal and one of these involved the guidebook on faculty searches. It is a top priority to hire more faculty from underrepresented groups. There are less than 6% of tenure track faculty from those groups. The guidebook has always been viewed as a resource guide with recommendations as to how to increase the likelihood that highly qualified candidates who would also bring diversity to our faculty would apply be considered and at the end offered a job. Dr. Cassidy then responded to several specific comments and misunderstandings. The biggest difference is the idea that the faculty are unable to choose who to hire. One of the faculty comments is correct in that PS 36 allows for faculty members to give a ranked list to the department chair or to the dean, but it also provides the opportunity for them to give an unranked list and let the department chair. We are going to amend this. There are some reasons for an unranked list, going to the department chair. A great deal of time was spent discussing this one very issue in our meetings. The second one, the administration believes that faculty are incapable of making decisions and that if left to their own devices they would create some non-diverse and inequitable University. The University and faculty must do better. The next comment was that faculty were not consulted with any of the revisions. There are several faculty members on the committee including a Faculty Senate Executive Committee member on the core committee of the group. In August, so that when many faculty searches were already underway, when it was launched so the guidebook was more of a draft form and not quite available. It was an unfortunate instance. However, time was needed to discuss before allowing it to become available. Conversations will continue and all comments will be taken seriously for the second edition. Many suggestions and faculty recruiting that have been shown to be helpful in attracting top performers of all races, ethnicities genders, etc. And this document suggests that faculty use these suggestions to help diversify it to find diverse candidates. At the end is a list of people who are responsible for it. Faculty trainings and holistic application review broaden the applicant pool and bring in those qualified underrepresented groups. Please send additional comments to the faculty senate office to be forwarded to the Office of Academic Affairs.

Q&A Summary:

Daniel Tirone: Where can we find the guidebook?

Jane Cassidy: Go to the Academic Affairs website. Under the faculty tab, go to faculty resources and it will be towards the bottom of the page.

Mandi Lopez: We will send that link out.

Daniel Tirone: The underlying principles espoused in the document are so at odds with faculty participation in the spirit of faculty participation in the hiring process. It would be difficult to adjust the document is currently written to allow for meaningful faculty participation. I just want to get on the record that this is deeply troubling to the folks who have reached out to me and I know that this is something we're going to be following up on.

Jane Cassidy: That's great. Just want you to know that Jason Hicks and Troy Blanchard are having a meeting, I have a meeting with them next week to hear what you've sent them to talk. So, thank you for doing that.

Old Business

None.

New Business

First Reading Resolution 20-05, “Confronting Anti-Blackness by Ensuring Undergraduate Access to Antiracist Curricular Offering”

Sponsored by Faculty Senators Profs. Sonja Wiley and Cassandra Chaney

Read by Profs. Sonja Wiley and Cassandra Chaney.

Whereas in the wake of the deaths of George Floyd, Breonna Taylor, Ahmaud Arbery, Philando Castile, Stephon Clark, Eric Garner, Tamir Rice, Atatiana Jefferson, Alton Sterling, Elijah McClain, and too many other Black people, the nation’s largest protest movement in recent history unfolded across the country to demand an end to the institutionalized racism and the pervasive anti-Blackness that injures and kills.

Whereas this is a moment in which the country is engaging in a long-delayed reckoning with the ways it has been built on anti-Blackness, and in which Louisiana, Baton Rouge, and our university are challenged to confront the potency and destructive power of anti-Blackness in everyday life.

Whereas LSU has committed itself to the truth that Black lives matter and has further dedicated itself to becoming an anti-racist institution [1].

Whereas students are expressing the desire to be more well prepared for the world in which they will live and work, including the students of the Black Student-Athlete Association who have advocated for expanded curricular discussions related to social and racial injustice [2].

Whereas LSU strategic plan seeks to inculcate cultural adeptness as a core value, and that its pillars all involve, in some way, grappling with the legacies of systemic and structural racism.

Whereas dismantling and disrupting racism demands conscious and intentional decisions about how we center antiracism in our curriculum.

Whereas research suggests that the overwhelming majority of high school students in the United States are not instructed in the true history of African enslavement, in the role of slavery in American history, and in its continuing effects in American social life, nor are students adequately instructed on the important contributions of African Americans to Louisiana and American history [3].

Whereas statistics tell a stark story of the way the study of African Americans’ contributions to Louisiana and American history is under-represented in higher education. The percentage of LSU students identifying as Black or African American has grown from 8.8% in Fall 2009 to 13.3% in Fall 2019, with 14.5% of Degree-Seeking First Time Freshmen (N=887) identified as Black or African American in Fall 2019, and that our increasingly diverse freshmen classes will continue to increase the share of students identifying as Black or African American, in line with national demographic trends in the race/ethnic composition of future cohorts of college attendees, coupled with a heightened attentiveness to recruiting more diverse pools of students. At the same time, African Americans are 34% of Louisiana’s population. And yet, there are no public colleges or universities in Louisiana that currently offer an independent BA in African & African American Studies (AAAS) [4]. LSU is in the process of seeking to be the first, in making the Program in African and African American Studies a department, and a curricular commitment to the study of Black and African American history and experience would cement LSU as a leader in the state.

Whereas, as the Statement from the Consortium of Chairs and Directors of Black Studies in the Southeastern Conference, which was drafted this summer points out, “Black, Africana, and African Studies continue to be the most viable academic solutions to this crisis and the ongoing national and global crises continuing to undermine our entire educational system,” and that “our systems must invest rather than continue to divest the kind of real support that matters, because as Black Lives Matters, #blackstudiesmatter” [5];

Whereas the Integrative Learning Core builds students’ proficiency in areas including global learning and in intercultural knowledge and competence but does not guarantee that students will be challenged to confront the anti-Blackness so central to United States history, and its palpable legacies as they manifest in the present [6].

Whereas AAAS2000 supplies students with opportunities to studying Black experience in the US and equips students with the tools for identifying and combating anti-Blackness, which has played such a specific and immense role in the history of the state of Louisiana and our university, and thereby helps students begin the process of identifying and combating the many forms of intersecting oppression that characterize 21st-century United States life.

Whereas the spring 2020 Diversity and Inclusion Roadmap Report, produced by a robust committee of faculty, staff, and students, recommends a diversity and inclusion core requirement for all degrees [7].

Whereas a subcommittee of the Academics group from the summer 2020 Inclusion, Equity, and Diversity leadership retreat and task force deliberated this recommendation in consultation with faculty experts, including faculty experts on the subjects of race and racism.

Whereas other universities are in the process of deliberating or implementing required courses that center on ending anti-Black racism (e.g., Yale and the University of Pittsburgh) [8].

Whereas the Office of the President and the Office of the Provost have expressed their support for this resolution and have committed to supplying the necessary resources for its implementation.

Now therefore be it resolved that the LSU Faculty Senate endorses requiring that AAAS 2000 be one of the courses each undergraduate completes in satisfying their ILC obligations.

Motion for discussion: John Miles and Helen Regis

Q&A Summary:

Charles Delzell: I have a prepared statement. Some faculty are frightened to oppose this resolution for fear of shaming or having their career canceled. Now I have a first a global comment on the resolution, then some line by lines. Globally, I say that this is changing the definition of institutionalized racism resolution doesn't define institutionalized or systemic racism. Traditionally that term referred to the presence of policies mandating racial discrimination. Now that such policies are gone, modern day activists have observed disproportionate representation and different success rates on various measures. That have occurred in the absence of racial discrimination. My impression is that the activists that therefore turn the definition on its head. And now define institutionalized racism as the absence of policies mandating racial discrimination, such as policies requiring proportional representation of races or requiring courses on the history of certain races, but not others. When I first read this resolution that couldn't make sense of its repeated accusations of institutionalized racism. But once I realized the possibility that the resolution has implicitly reverse the definitions. The definition of institutionalized racism as above the resolution began to make sense. And now I have some line-by-line comments. The title of the resolution says, ensuring access that is misleading LSU students have been taking as since 2000 2000 since 1996. The more accurate title would be forcing all undergrads to take a 2000 next whereas number two and number three claim that anti blackness is the part of everyday life at LSU and accuse me of being not anti-racist and implicitly of being racist. With no specifics and ignoring policy statement one, which prohibits racial discrimination at OSU again. Note the implicit reversal of the definition of institutional racism. Whereas number six advocates placing quote anti-racism at the center of the curriculum. Anti-racism will be a thin syllabus in the absence of any policy mandating racial discrimination in modern day LLC or America. Students in anti-racism courses and programs may be forced to confess that they are racist or to admit that modern day LS you in America are institutionally racist in order to pass. The bylaws of the LSU Board of Supervisors declare that among the many implicit responsibilities which must be assumed by those namely faculty enjoying the privileges of academic freedom shall be that refraining from insisting upon the adoption by students or others have any particular point of view as authoritative in controversial matters. Next, whereas seven says that most high school students are not instructed in the true history of American slavery or the contributions of African Americans. Most high school students are also not instructed in ancient Greece or ancient Rome or Ancient Judaism or in most of the approximately 100 other subjects covered in LSU general education Humanities and Social Sciences courses. This resolution gives a reason why all those courses must take a backseat to a 2000 which they would have to do if the standard 120 our curriculum does not to be expanded to 123 hours. Next, whereas 11 says number 11 says that, as will help students combat quote the many forms of intersecting oppression. The characterize 21st century United States life. 21st century United States life is actually characterized by the greatest opportunity in the history of the world, including for African Americans. people of all races have immigrated to America, including many of us in this Senate, they wouldn't do so with America were characterized by intersecting oppression. Whereas number 14 cites a 2020 article on Yale's consideration of such a proposal, similar to this resolution. The resolution doesn't quote several passages from that article explaining why Yale faculty have repeatedly rejected such proposals which date back to 2015. For example, I quote from the from this article faculty thoughts that is your faculty thought requiring all students to take a course on something as sensitive as race could create hostile class environments. That detract from the experiences of professors and other students, although some students would certainly be interested in intellectually stimulated faculty members who might often be junior tenured faculty of color. Jacqueline Golds was the Yale a chair said could need to deal with students who resent being forced to complete such a requirement. And finally, I think it's finally whereas number 15 sites LSU has the president and provost as supporting this resolution. When Princeton's administration recently publicly confessed to use and systemic racism, the US Department of Education opened an investigation into whether that university has been violating the Civil Rights Act, and I quote from an article in The Atlantic about it. The government's letter to Princeton concludes with intrusive demands to interview Princeton employees under oath and generate sensitive documents, including a list of each Princetonian who has been discriminated against on the basis of race, since 2015 as well as records related to Princeton President Gruber's claims about systemic or embedded racism. Again, Preston must be using the new reversed definition of institutionalized racism, while the Department of Education is still using the traditional definition. It's the confusion. Instead of joining in on this resolution's charge that LSU is institutionally racist, anti-black complicit in done unjustified police shootings and characterized by intersecting oppression administration should be defending LSU against such accusations.

Mandi Lopez: Thank you.

Sonja Wiley: I have to remember, I was trying to remember your first statement about, you know, have many faculty members who will not support this because of fear of losing their jobs. Did I hear that correctly?

Charles Delzell: They would not oppose it because there could be some repercussions.

Sonja Wiley: If you are saying to us that there are no problems here at LSU. I don't know if you understood what I said. My great, great grandfather was killed in Washington parish because he was a black man that own 240 acres of land and the KKK one of his land. I am the only black female 10 years in the EJ Ourso College of Business. I'm one of those 46 black professors at LSU that Jane Cassidy showed on her screen. So, I cannot say that there is systemic racism at LSU all I can do is present myself my fact my truth to you I sit here today, telling you LSU can do better, because I shouldn't be the only black woman in the EJ Ourso College of Business. That's tenure. But this is where we are, and this is where we will continue to be until we educate the next generation. You mentioned about the students who we don't force to

study Greece and other cultures in the American history books. Well, they are living in America. They are Americans. They're not in Greece. They're not in Russia. They're taking American civilization American history. Now my great, great grandpa did not have a degree, but he was an extremely brilliant man. He was a former slave that owned 240 acres of land that meant he could count. He understood math. That meant he could read, and he taught himself how. That also meant that he had the agricultural enterprise to be able to farm that land extremely intelligent, he made sure his great grandchildren. I don't know if you understand that or other people understand that, but I do know that our young people don't understand that that black people had to take a test in order to be able to vote. And they needed to be landowners and black women. We were the last people in this beautiful country to earn the right to vote. So yes, I am very passionate about this. I think this is an opportunity for us to learn from each other.

Stephen Finley: There is no evidence to suggest that people would be afraid to oppose the resolution. Black people used to be considered objects. They were strictly counted. Records that suggested and mentioned how many people or bodies or slaves were owned because they were not humans there were objects, who were counted. What kind of university, what kind of community do we want to be? All I hear is excuses and I hear an all the excuses, I hear them as anti-black. We don't want you here. We don't want to be forced to learn about you. And in fact, this is actually what the data says that institutions are not more diverse because they don't want to be diverse. And particularly, they don't want black. This is actually what the data shows. My family were slaves in Madison County, Tennessee and East Texas not very long ago, my grandparents were sharecroppers in East Texas, and I tell my students, I shouldn't be here mathematically.

Stephen Shipman: I think that some people are afraid to speak against this resolution is true. I want to illustrate this with an anecdote. We have to be careful, just in all due respect, to be very careful not to demonize one race and to be inclusive of all types of races. I had a student who went to teach in the Baton Rouge schools and one of her students was on the phone with her mother during class and my student asked her to put it away. And the students said a stupid white bitch trying to take away my phone and the student told me that she was afraid to go report this or say anything about it for fear of losing her job. And that this is not a one-time thing. And so, she was afraid of to report it and fear of retaliation. I guess I went to a pretty good school I learned about slavery learned many of the things that Sonja talked about. I just want to be sure that we don't somehow blame the wrong people today because they are white.

Cassandra Chaney: Can you see this as an isolated incident?

Stephen Shipman: No.

Mandi Lopez: This discussion is excellent. Let's get back to the resolution and its specific points.

Stephen Shipman: I mean that the resolution is based on these very, very profound feelings that people have and that. And that's why the things themselves need to be talked about.

Sonja Wiley: I completely agree. I won't belabor it, but I wanted. Thanks. Stephen for first and foremost being vulnerable because for me. I had to be vulnerable to share my story about my family. I've never shared that with anyone at LSU. And I want to thank you for being vulnerable and saying publicly that you will support this, because as a black woman. When I first came here, I was afraid to stand up for my own blackness, because I was afraid, I wouldn't get tenure. I was afraid to join the black faculty staff caucus because I didn't want my superiors in the College of Business to think. In a world that if you speak up and even if you speak softly and diplomatically and you speak with a vocabulary that your white counterparts can understand. You're still afraid to speak up for something that is such a sensitive subject matter, and this is sensitive because we are not talking about it. We need to talk about it. We don't need to demonize anybody.

Jacob Esselstyn: Can you tell us how many students current take AAS2000?

Stephen Finley: Currently we offer about three sections per semester and they tend to have from 50 to 60 students in those classes and sometimes it's offered also over the summer. So, what does that maybe three to 400 students.

John Miles: How many sections would need to be offered to serve the entire university?

Sonja Wiley: I don't know if Provost Haynie is still on the call with us, but she has assured us that any implementation concerns or issues that she and the President would work those out. So, however many sections that need to be offered that is an implementation.

Raphael Orozco: In the interest of fairness and concerns of retaliation, can this vote be done electronically so that within the immediate meeting, votes are anonymous?

Mandi Lopez: We are not at that point of voting quite yet.

Tara Houston: This may be too soon to know, but are we considering similar coursework for graduate students?

Sonja Wiley: It is too soon, but we are considering similar coursework for graduate students. This is a function of the diversity and inclusion roadmap.

Chris Barrett: There is a lot of talk about what to do to sort of build either micro credentials or other professional development opportunities for graduate students and faculty who are looking to deepen their skill sets and their resourcefulness around matters of diversity, equity, and inclusion. So that's definitely something that might be a possibility.

Lori Martin: Well, also add that AAA is currently offers a graduate minor and Africana studies. So, there is that opportunity as well.

Julie Wright Rollins: How would you create continuity in the courses if they are taught by different professors?

Sonja Wiley: There is an understanding of the content regardless of the individual professors that may teach the courses. Measures already in place to ensure that we're meeting the goals.

Daniel Tirone: It has been suggested by some of the faculty in political science that perhaps this could go even further. Has it been at all considered of adding some sort of diversity requirement to highlight work that's being done in history, anthropology, political science, psychology, and then also bring attention to faculty members from underrepresented groups and their scholarship by publicizing this more broadly to the student body that way?

Lori Martin: Thank you. AAS is already an interdisciplinary field of study with instructors from religious studies, sociology, English, among other departments.

Gerry Knapp: Can a detailed syllabus be circulated, so we can better understand what it is covering?

Mandi Lopez: Yes, we will send that out.

Tara Houston: How is something like this typically added into curriculums at LSU?

Mandi Lopez: I believe it would be brought before the Courses and Curriculum Committee.

Andy Nyman: If the proposed course could regularly lead to exchanges such as those here today, I believe the proposed course will help the next generation be more comfortable talking about racism than my generation. I believe we should try. However, will we achieve this within 120 hours by reducing flexibility within the GenEd Core requirements or will we achieve this within the other degree requirements within each degree?

Sonja Wiley: I think this is a question for Provost Haynie.

Stacia Haynie: Yes, this would satisfy one of the social sciences requirements.

David Stamps: I am wholeheartedly and supportive of adding AAA as 2000 as a core requirement. I'm the only black male faculty and demand ship School of mass communication. I know what it's like to not be represented and to not have those thoughtful conversations and I agree with the person who put a comment in there that if these classes bring about this type of conversation that's healthy for us. It's inclusive and rich. We want to be the institution that creates a narrative that when you leave this campus as a thoughtful global citizen that will go out there and champion inclusion. This is one of the only ways to do that.

Cassandra Chaney: I would definitely agree with that. I have taught undergraduate courses and we have had very difficult conversations about race. Students have come to me thanking me for those discussions and providing a safe space in which to talk about these topics. We need to highlight more black accomplishments. I want to make it clear that us focusing on the expense of black people does not in any way minimize your experiences. These are our students. They're going to go out there going to be supervising people from diverse backgrounds in terms of race in terms of gender in terms of sexual orientation in terms of class. So, this this course has actually, in my opinion, no downsides.

Mandi Lopez: We will compile the rest of the comments and questions.

Edward Gibbons: I recognize that there's fear around it. But if this course is handled correctly, it can create compassion and God knows we need compassion. These days, so I recognize that there's fear around it. But there shouldn't be.

Mike Martinez: The implementation of this proposal will be certainly be some heavy lifting. But from an informational standpoint, I think it would be beneficial just to have that list of that is already included in there. And then we're endorsing requiring that as one of the six hours within the social sciences.

Mandi Lopez: Where would you suggest that be inserted into the resolution?

Mike Martinez: You could put it in the whereas that starts with the course, AAS2000.

Katherine Heninger: I want to voice my wholehearted support for the idea behind this resolution. My friendly amendment would be to explain or name AAS2000. So, either at least in the very first mention of it, it should include the title and then perhaps either a footnote, or a or an appendix.

Sonja Wiley: Okay.

All moved to adjourn at 5:50pm.