

**Faculty Senate Meeting Minutes**  
**Tuesday May 10, 2016**  
**Student Senate Room, LSU Student Union**



**Attendance**

*Faculty Senate Executive Committee members present:*

- |  |   |
|--|---|
| 1. Kevin L. Cope (President, English)            | 2. Bill Daly (Past-President, Chemistry)                |
| 3. Ken McMillin (Vice President, Animal Science) | 4. Joan King (Secretary, Food Science)                  |
| 5. Mandi Lopez (Member-at-Large, Vet Science.)   | 6. Suresh Rai (Member-at-Large, Elect. & Computer Eng.) |
| 7. William Adkins (Member-at-Large, Math)        |   |

Parliamentarian: Louay Mohammed

*Senators present (X = Present; A = Alternate; P = Proxy):*

1	X	William Adkins (Math/ Sci)	25	X	Margaret Denny (Education/HSE)	49	Jacquelyn Sue Moffit ( Acct/Business)
2	X	Aghazadeh, Fereydoun (Mech Eng/Eng )	26		John DeVin (Law/Law Center)	50	X Louay Mohammed (Civil Environ Eng/Eng)
3	X	Fakhri Al-Bagdadi (Comp. Biomed Sci/Vet)	27	X	David Donze (Biological Sciences/Sci)	51	X Evgueni Nestrov (Chemistry/Sci)
4	X	Austin Allen (Landscape Arch./AD)	28	X	Susan Eades (Vet Clinical Sci/Vet Med)	52	Jim Ottea (Entomology/Agri)
5	p	Paul Anderson (Foreign Language Lit./HSS)	29	X	Kristin Gansle (Education/HSE)	53	X Steven Pomarico (Biological Sci/Sci)
6	X	Frank Anselmo (French/HSS)	30	X	Mette Gaarde (Physics/Sci)	54	X Suresh Rai (EE and Comp/Eng)
7	X	Paul Arai (Philosophy & Relig Studies/HSS)	31		Angeletta Gourdine (English/HSS)	55	X Jeffrey Roland (Philos Rel Studies/HSS)
8		Christopher Austin (Biological Sci/Sci)	32	X	Gundela Hachmann (Foreign Lang Lit./HHS)	56	Laurel Romeo (TAM/Ag)
9	X	Reid Bates (SHWRED/HSE )	33	X	Wes Harrison (AGEC/Ag)	57	Christopher Rovee (English/HSS)
10	X	Jennifer Baumgartner (Child Family/HSE)	34		Aixin Hou (Environ. Studies/Coast and Envir.)	58	X Michael Russo (LSU Libraries/HSS)
11		Emily Beasley (Kinesiology/HSE)	35		Blake Hudson (Law/Law Center)	59	X Judith Schiebout ( Geology/Science)
12	X	Brett Boutwell (Music/Music & Drama Arts)	36		Sherif Ishak (Civil Environ Eng/Eng)	60	P Stephen Shipman (Math/Science)
13	X	Lillian Bridwell-Bowles (English/HSS)	37	X	Yongick Jeong (Mass Comm/Mass Comm)	61	Alan Sikes (Theater/Music Dramatic Arts)
14		Konstantin Busch (EE & Comp Sci/Eng)	38	X	Joan King (Food Sci/Ag)	62	A Linda Smith Griffin (Libraries/Lib)
15	X	Areendam Chanda (Economics/Bus)	39	X	Ingeborg Langohr (Pathbio Sci/Vet Med)	63	X Sabrina Taylor (RNR/Ag)
16	X	Joseph Clare (Political Sci/HSS)	40	X	Keri Larson (Inform Sys Decision Sci/Bus)	64	X David Terry (Comm Stud/HSS)
17	X	Lauren Coates (English/HSS )	41	X	Catherine Lemieux (Social Work.HSE)	65	X Arend Van Gemmert (Kinesiology/HHS)
18	X	Kevin Cope (English/HSS)	42	X	Mandi Lopez (Vet Clinical Sci/Vet)	66	A Dottie Vaughn (Math/Sci)
19		Jon Cogburn (Philosophy Rel Stud./HSS)	43	X	Kanchan Maiti (Coast Stud/Coast and Envir)	67	Muhammed Wahab (Mech Industr Eng/Eng)
20		Christine Corcos (Law/Law Center)	44	X	Kenneth Kip Matthews (Physics Astro/Sci )	68	Gregory Watson (Architecture/AD)
21		Belinda Davis (Political Sci/HSS)	45	X	Andrew Maverick (Chemistry/Sci)	69	John Westra (AgEcon/Ag)
22	X	William Daly (Chemistry/Sci)	46	p	Alison McFarland (Music/Music and DA)	70	Hsiao-Chun Wu (Elect Eng Comp Sc/Eng)
23	X	Jeff Davis (Entymology/Ag)	47		Jean McGuire (Management/Bus)	71	X Yejun Wu (Library Information Sci/LHSE)
24	X	Fabio Del Piero (Pathobiol Sci/Vet Med)	48	X	Ken McMillin (Animal Sci/Ag)	72	X Jun Zou (Interior Design/AD )

*Guests:*

Jane Cassidy	Matt Lee	Robert Doolos	Roxanne Berthelot	Ethan Guerra
Bryan McCann	S. Kandu	Evangelos Triantaphyllou	Casey Coughlin	Clint Whatley
Summer Steib	Karen Holton	Rebecca Gouvier		

**Consideration of the Minutes from April 14, 2016**

Motion to approve by Steve Pomarico, seconded by many.  
 Approved unanimously with potential corrections.

President’s Report

1. Some faculty members and senators have noted increasing irregularity with office hours of support services on campus. The Chief Financial officer and Provost are working on it.
2. The Faculty Senate has been working on the status of LSU as a food desert. The Faculty Senate Executive Committee (FSEC) have met with Chartwells personal about dining and food services on campus. Kevin Cope will meet with the new regional vice president about dining and food services on the LSU campus in June.
3. At the LSU Board of Supervisors there was news about the medical plan. It has come out owing to a loophole the LSU First’s policy is being gradually overtaken by people not affiliated with LSU. The statistics show that 70% of the enrollees on LSU First

- are outside the community. Those people have a 17% to 31% higher cost. Unless there is some change, in five or six years the LSU First program may have to undergo changes. The Board of Supervisors declared this to be a high priority item.
4. We expressed to the Provost our concern about Digital Measures, now LSU 360. We have still yet to come up with a plan for entering the data. Digital Measures requires multiple entries for each item, title, authors, etc. This bodes to be a substantial amount of work for faculty members.
  5. Over the last couple of months representatives of the student government have met with Faculty Senate to discuss the Student Bill of Rights. They came up with a draft of that Bill of Rights and the Faculty Senate Executive Committee has met at length with them about concerns and they are working on a draft. It is expected that the draft will be available in September.
  6. Last month Resolution 16-03 concerning the future of the museums produced a good deal of debate and controversy in the senate. Senator Devlin suggested we organize a meeting by which the contesting parties could air their thoughts among one another. It began with thick atmosphere and ended with high degree of anonymity. The FSEC will meet with the LSU Foundation to discuss the museum's relevance to LSU's future enterprises. The resolution will remain on the table until September until more information is obtained.
  7. The Institutional Effectiveness Review Board has been meeting again. This deals with getting the university into a configuration to make it suitable for accreditation. We just went through an accreditation in 2013 to 2014, but the five year review is due in just about two and one half years and then the accreditation cycle will start again seven years after this day. You might say doesn't accreditation use up a lot of time; yes it does, but this is a federal mandate.
  8. The faculty football raffle which was on hold for one year is going to be renewed. It will be announced soon in the email broadcast system. There will be 100 football tickets available either singularly or in pairs at face value of \$371 without any other fees. The address to participate is facultyfootball@lsu.edu. The drawing will be on June 20<sup>th</sup>. Winners will be announced shortly after that. All of these tickets are in the upper West End zone.
  9. One third of the faculty senate will turn over in the coming year. We are delayed in getting the census information for the elections. Please alert your colleges policy committees that your election is about to come.
  10. On April 23 the Association of Louisiana Faculty Senates met and the commissioner of higher education was there. He has new manifesto called Elevate Louisiana. It seems overall to be a promising document that has a subtext fiscal responsibility in the way curricula are developed. Some aspects are vague. It calls for graduate education review at the statewide level. Kevin Cope spoke with Matt Lee about this and there is no indication that it poses an immediate problem for this campus. The question remains as to what the impact will be for graduation education as a whole in Louisiana.

**Q&A Summary:**

None.

Presentation by Damon Andrew, Dean of Human Sciences and Education, and Professor Cindy DeCarlo regarding developing plans for Child Care Center

They believe it is firmly in their mission to enhance quality of life across the lifespan. Before this proposal, they couldn't make a strong claim in terms of the educational provision that they provide directly for ages three and up. They had a laboratory preschool for have a lab preschool for ages three and four, but it only held 10 of each age. The laboratory school on campus is a K5-12 institution and programs all the way through Ph.D. and professional programs after that. Their college has six nationally ranked schools. In 1915 ten years before the campus site we are on was established today, they opened demonstration high school with 64 students in grades 8 through 11. It is now known as University Laboratory School, which was one of 185 schools in the country named as a Blue Ribbon School this past year by the U.S. Department of Education. Their proposal is to create an infant to preschool early childhood education program. The Laboratory Development Preschool and the Child Care Center are the only two entities in the Baton Rouge area to have a five star rating according to the Quality Star Childcare Rating system of Louisiana. The preschool has a true academic grounding in the School of Education. They have an undergraduate program that enrolls about 75 students. The preschool uses a Reggio Emilia inspired curriculum with a great research program. The Childcare Center has a state of the art facility available to LSU and the community. It was built with potential growth in mind and is National Association for the Education of Young Children (NAEYC) accredited. When fully staffed they are able to take on 189 children. The opportunities could be increased quality of care, realignment with the early childhood academic program, and rebranding as a new LSU early childhood education laboratory school, to dispel myth about it only providing high quality childcare as opposed to high quality early childcare education. The Early Childhood Education staff will participate in development of the curriculum. They plan to create an environment to attract the high quality teachers in the area with higher salaries and professional development opportunities. They will provide continuing education. They have their own development staff in the college and will grow the endowment for the Early Childhood Education Laboratory School (ECELS) like they have for the lab school. They plan to update the philosophical framework for education. A research driven education site will be a key facet. The advisory board will be co-chaired by the Early Childhood Education Coordinator and the director of ECELS and will have members from other organizations. They anticipate it will meet three times a year. All parents with a child enrolled will be automatically become a member of the parents association. There will be expanded hours for students. In the summer it will focus on creativity and exploration. He listed all faculty involved in Early Childhood Education. In the college the child care center will have access to a number of professional offices already existing in the college for fundraising, community relationships, logistical support for education, and to manage externally funded research. They developed proximal and distal peer group lists. They looked at Reggio Emilia curriculum schools. He listed examples at other schools by which they will benchmark their school. They proposed a stratified tuition model. Parents will pay for the specific educational service they are receiving. They are well within the range of childcare costs in the country. Toddlers are defined as 12 months to three years of age. Proposed tuition rates are competitive with peers. Some payee's tuition will go up while others will go down. They have fees including application, registration, materials and technology and building use fees. The director and assistant director will be covered 80% from the EKLES budget and the college will cover 20% for

teaching in the undergraduate program. This is part of a strategy for full integration between theory and practice being developed and supported. Part time teaching associates will be new graduate student assistantships. He covered the academic integration program with how students and lead teachers will be covered with assistantships and tuition remission. This provides a path for promotion.

**Q&A Summary:**

Arend Van Gemmert

Is the fee per year, semester or month?

Dean Damon Andrew

Per year except for the application fee.

Gundela Hachmann

You told us where you want to get to. Can you tell us where you are now in terms of staffing?

Dean Damon Andrew

The director position is a high priority. They have been working with HRM to get that position posted immediately. They want the director by June 1 if possible. Dr. DeCarlo will be working with the facility in the meantime. They want to implement the full educational model so that all people will be up to speed. They have a summer course on Reggio Emilia teaching. They will have this course online.

Gundela Hachmann

Do you already have the graduate students to fill positions?

Cindy DeCarlo

They do have graduate students and anticipate being able to hire them soon.

Mette Garde

Is there some mechanism to help incoming LSU faculty get their children into the system?

Dean Damon Andrew

They have a structure to get faculty's and staff's children into the program. There is high demand. Once it becomes public we anticipate a surge of individuals. They can accommodate all students now and will have a few openings in the fall.

Lillian-Bridwell-Bowles

The price may or may not be prohibitive. For new faculty, you can use it as a recruiting tool. Some faculty in her department tell her they have no idea how to get their children into the lab school. It doesn't seem fair.

Fereydoun Aghazadeh

What are the costs for the fees? What is the cost per year?

Dean Damon Andrew

In terms of the budgets they are not trying to make a profit. They proposed a break even operation. The building use fees go into a reserve account for additional support. LSU students receive a 15% discount, part time students, faculty and staff receive a 7.5% discount.

Areendam Chanda

Is the planned increase in wages and staff going to result in an increase in tuition?

Dean Damon Andrew

Tuition for families with younger children will go up a little bit. Tuition for families with older children will go down.

Steve Pomarico

You are taking two separate physical spaces. Will this need any additional administrative offices on Gourrier Lane?

Dean Damon Andrew

No, the building was built to accommodate the plan, but the facility needs new rugs and paint.

Steve Pomarico

Assuming everything goes well how long before you start expanding?

Dean Damon Andrew

Of course we will look at different ways to grow over time as long as it contributes to the academic mission and support.

Gundela Hachmann

One interesting fact she learned from the proposal was that the child care center was passed around to different units, permanent place with the correct structure.

Lillian Bridwell-Bowles

When young faculty members come here they look at educational opportunities for their children and look at taking lots of work to stay involved with their children's education. They want a good school, but they look at private school costs of up to \$6,000. The tuition here looks comparable to a private school. If we are benefiting and research is benefiting, then we need the people to benefit here and we need to subsidize it more.

Dean Damon Andrew

The college is subsidizing the director's salary. There are a lot of things the lab school came up with recently like the May fair. They are heavily involved with the development of Lee High School. They recognize they have a finite amount of seats at the lab school.

Election of members of Senate committees that are staffed by vote

There were no nominees from the floor.

Candidates for Faculty Senate Grievance Committee: Pamela Monroe, Frank Anselmo, Kasey Windels, Gregory Griffin, Arend Van Gemmert

Kevin Cope gave a summary of what the Grievance Committee does.

Elected: Pamela Monroe, Frank Anselmo, Gregory Griffin, Arend Van Gemmert

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**Old Business**

**A. Second reading, Resolution 16–07**, “Affirming the Role of Area Studies and Diversity Programs at LSU” *Sponsored by Bryan McCann and twenty other colleagues*

Read by Bryan McCann

**FACULTY SENATE RESOLUTION 16–07**

**Affirming the Role of Area Studies and Diversity Programs at LSU**

Sponsored by Paula Arai, Jacqueline Bach, Chris Barrett, Michael Barton, Sarah Becker, Dana Berkowitz, Lillian Bridwell-Bowles, Joyce Marie Jackson, Catherine Jacquet, Kate Jensen, Benjamin Kahan, Touria Khannous, Elaine Maccio, Michelle Massé, Bryan McCann, Roland Mitchell, Loretta Pecchioni, James Rocha, David Terry, Mi Youn Yang

Whereas LSU's increasingly diverse student body brings a range of backgrounds, perspectives and needs to our campus;

Whereas LSU identifies diversity as one of its core Flagship 2020 goals, expressing a desire to “Strengthen the intellectual environment by broadening the cultural diversity of the LSU community” by, among other steps, expanding “supportive communities for minority, international, and first generation students;”

Whereas LSU academic programs such as African and African American Studies, Asian Studies, Arabic Studies, Hispanic Studies, Jewish Studies, LGBTQ Studies, and Women's and Gender Studies play a vital campus and community role in cultivating such support by fostering scholarship that focuses upon the unique experiences of underrepresented communities, developing curriculum that highlights the contributions and experiences of marginalized people in public life, responding to the unique academic and social needs of underrepresented communities, challenging students in generative ways, and organizing events that address matters of diversity, inclusion, and social justice;<sup>1</sup>

Whereas LSU auxiliary entities like the Office of Diversity, Office of Multicultural Affairs, Women's Center, and African American Cultural Center play an equally important role in meeting the Flagship 2020 goal of diversity by pursuing policies that address the needs of underrepresented communities on campus, fostering dialogue on matters of diversity, providing essential services like Safe Space training, and supporting student organizations that represent the interests of underrepresented communities;<sup>2</sup>

Whereas the State of Louisiana routinely faces budget crises that hold the potential to do devastating damage to LSU and other state colleges and universities;

Whereas this budget crisis occurs in the context of a national political climate that privileges the role of employment outcomes in higher education over its other important functions such as critical thinking, personal enrichment, and participation in civic life;

Whereas academic and campus support programs such as ethnic studies, women’s and gender studies, and similar entities are often uniquely vulnerable under such economic and political conditions;<sup>3</sup>

Therefore be it resolved that the faculty of LSU affirms its support of African and African American Studies, Asian Studies, Arabic Studies, Hispanic Studies, Jewish Studies, LGBTQ Studies, Women’s and Gender Studies, the Office of Diversity, the Office of Multicultural Affairs, the Women’s Center, the African American Cultural Center, and similar programs as vital parts of the LSU community that must, even in times of economic hardship, be preserved;

Be it further resolved that we call on campus administrators to do the following:

- Actively promote programs identified in this resolution as central parts of LSU’s institutional identity and mission through recruitment efforts, alumni relations, and other forms of publicity.
- Promptly fill vacant faculty positions in area studies.
- Promptly fill vacant diversity support positions including the Director of the Office of Multicultural Affairs and Coordinator of Cross-Cultural Affairs.
- Continue prioritizing and incentivizing diversity in hiring practices across the university.

<sup>1</sup>On the relationship between pedagogical outcomes and area studies, see Thomas Dee and Emily Penner, “The Causal Effects of Cultural Relevance: Evidence from an Ethnic Studies Curriculum,” The National Bureau of Economic Research, January 2016, <http://www.nber.org/papers/w21865>; Christine E. Sleeter, *The Academic and Social Value of Ethnic Studies: A Research Review*(Washington, DC: National Education Association, 2011), <http://guides.lib.lsu.edu/az.php?a=g>.

<sup>2</sup>On the impact of curricular and co-curricular diversity programs on campus climates, see Nida Denson, “Do Curricular and Cocurricular Diversity Activities Influence Racial Bias? A Meta-Analysis,” *Review of Educational Research*79 (2009): 805-38.

<sup>3</sup>See Estela Mara Bensimon, “Total Quality Management in the Academy: A Rebellious Reading,” *Harvard Educational Review*65 (1995): 593-611; Tina A. Brown, “Advocates Say Ethnic Studies Misunderstood, Needlessly under Fire,” *Diverse*, 14 April 2013, <http://diverseeducation.com/article/52609/>; Colleen Flaherty, “Troubled Icon,” *Inside Higher Ed*, 3 March 2016, <https://www.insidehighered.com/news/2016/03/03/iconic-ethnic-studies-college-san-francisco-state-says-it-cant-pay-its-bills>; Carla Rivera, “Cal State’s Ethnic Studies Programs Falter in Changing Times,” *Los Angeles Times*, 30 October 2013, <http://articles.latimes.com/2013/oct/30/local/la-me-college-ethnic-20131031>.

***Q&A Summary:***

Reid Bates

Why wasn’t International Studies included?

Bryan McCann

He would be happy to. The committee discussed cultural affairs. Would you characterize the mission of international studies the same as the mission of women’s and gender studies and African American studies? Is it an area or ethnic studies program?

Reid Bates

Yes, it is oriented around concentrations and part of those concentrations is geographic which is very much area studies. He proposes adding international studies to the resolution.

Motion seconded.

Vote on amendment: Passed unanimously.

Fabio Del Piero

He moved to add veterinary medicine to the resolution because it attracts the people you included in your document.

Motion seconded by Charles Delzell.

Bryan McCann

He does not see it as a friendly amendment. His department and others can attract a diverse body of students and faculty. Veterinary Medicine is not seen as explicitly designed to address matters of diversity.

David Terry

The final resolution includes calling on the administration to privilege diversity in entirety which would include every department in the university. The point of the resolution is to emphasize uniquely vulnerable departments. He would support an additional amendment supporting any department whose mission is explicitly to promote diversity and is finding ways to do so but it is not in spirit with this resolution.

Gundela Hachmann

The question is, what exactly we are trying to accomplish with this resolution, in order to see if veterinary medicine should be included or not.

Bryan McCann

The purpose is to address potential and future problems. There are holes in programs attempting to address diversity, for example multicultural affairs positions. There are national issues with multiethnic programs being cut. There is a hunger strike right now at San Diego State University protesting cuts of their ethnic studies program. Another component of the resolution particularly related to precluding veterinary medicine, is areas studies tend to house programs that make political people and administrators uncomfortable. Articles of leftist positions in universities are usually related to ethnic studies programs.

Wes Harrison

A compromise motion might be in the first paragraph of the therefore be it resolved, say all programs that place diversity as a priority in academic culture instead of 'similar programs'. He could say the graduate schools tuition program could be included as well because it targets diversity. He proposes it as a substitute motion.

Fabio Del Piero

He sticks with his motion as originally stated.

Austin Allen

We need to go back to why diversity was put in the Flagship 2020 plan. It opened it up for programs to look at ways to improve diversity in a number of disciplines. There is a reason why these disciplines were formed. This resolution relates to issues with these areas being developed.

Lilian Bridwell-Bowles

He appreciates Fabio Del Piero's comment but the motion is stated in the subtitle of affirming the role of area studies.

Gundela Hachmann

She is still struggling to understand the fields of study listed and why some are included and some not. We offer area studies such as French studies, German Studies, etc. You consider diversity with respect to certain types and she does not understand the full rationale.

Kevin Cope

We need to vote on Fabio's motion before discussing other items.

Vote: Motion fails

Lillian Bridwell-Bowles

There is some flexibility to add some programs to the list, because it says 'like'. It should be such as. She doesn't have the new copy. We should change it to 'such as'.

Arrendam Chanda

Are they programs that report to separate colleges or are they individual departments?

Bryan McCann

African and African American Studies, Women and Gender Studies and LGBTQ studies come under HHS, Jewish Studies is housed in the English department, and Arabic and Asian studies are in HSS.

Lauren Coates

Some are programs and some are not.

David Terry

The thing that makes the programs uniquely vulnerable is that programs listed are those that are representing students that may or are experiencing repression on campus as opposed to wanting students to be exposed to various people around the world. They need this because they are students in the minority. They are housed disproportionately in interdisciplinary programs not associated with a particular unit. This is what makes them vulnerable.

Gundela Hachmann

There is a misunderstanding of what these programs are. Some students are not of the culture in which they are in the study. A lot of these people who may experience discrimination maybe in a different program like engineering or sciences.

Paula Arai

It is true that people from different backgrounds take area studies classes, but it is to enable precisely those students who would not be able to learn about these areas. It is to enable people to learn about these areas.

Gundela Hachmann

I understand the value; I just don't want people to misunderstand who is in these programs.

Bryan McCann

He is affiliated with Women and Gender Studies. There still is an ethic to protect that kind of work. Whether a student entering into a particular program is important, but it doesn't begin and end with who is sitting in the classroom.

Arend Can Gemmert

The problem is the word 'similar'. He could list several programs that are similar. What are you calling similar programs and why are they not listed?

Lillian Bridwell-Bowles

She wants it to pass because she understands that these areas are focused on cultural and geographical focus, while veterinary medicine is not focused on this area. It is the primary focus of the scholarship of the unit. We might need to be clear on which programs are included and why. Are you willing to table this resolution?

Bryan McCann

He would be open to it.

Austin Allen

He feels similar. What is really going on is that all of these programs are really vulnerable. This is trying to correct that as the legislature tries to figure out how to keep us the Flagship.

Gundela Hachmann

She supports the motion to table it. She is not being critical to try to shoot it down. If we keep it too vague then we will get we are committed to diversity so what do we need to do. They may put it aside.

Bryan McCann

To address issues of inclusion, one of the conversations that was brought in was "Black Lives Matter" vs. "All Lives Matter". Do all programs matter or just certain ones? Would a shorter list be better for programs that have a goal of exposing persons to these areas?

Gundela Hachmann

Yes.

Arend Van Gemmert

Everything listed needs to be considered vulnerable. You need to identify which ones are really vulnerable.

Lillian Bridwell-Bowles

Summer is the most vulnerable time for these areas studies so it bothers her to put this off until fall. She moves to table the resolution.

Seconded by Gundela Hachmann.

Vote: Move to table passes with one abstention and one no vote.

**B. Second reading, Resolution 16–08, “Parental Leave for LSU Faculty”** *Sponsored by Fereydoun “Fred” Aghazadeh and Lillian Bridwell-Bowles*

Read by Fereydoun Aghazadeh

**FACULTY SENATE RESOLUTION 16–08**

**Parental Leave for LSU Faculty**

Sponsored by Sen. Fereydoun "Fred" Aghazadeh and Lillian Bridwell-Bowles

Whereas Louisiana State University does not offer a maternity leave with pay to the faculty;

Whereas under the current policy LSU “employees may use paid leave, leave without pay, or donated voluntary shared leave (for approved recipients only) for absences from work due to childbirth, adoption or foster care placement...”;

Whereas under the current policy it takes several years of employment to accumulate adequate amount of paid leave (8 hours per month of employment<sup>1</sup>);

Whereas a parental leave would provide parents flexibility and time to bond with their new child, adjust to their new family situation, and balance their professional obligations;

Whereas such national universities as the University of Alabama<sup>2</sup>, the University of Minnesota<sup>3</sup>, the University of Florida<sup>4</sup>, Princeton<sup>5</sup>, Purdue<sup>6</sup>, the University of Tennessee<sup>7</sup>, the University of Missouri<sup>8</sup>, and the University of Arkansas<sup>9</sup> provide their faculty with paid parental or maternity leave;

Whereas the lack of parental leave has a negative impact on recruitment of faculty;

Therefore be it resolved that the LSU Faculty Senate hereby request that the LSU administration, together with adequate faculty representation, establish an appropriate parental leave policy for LSU faculty members, such that a policy should

- Improve the working lives of LSU faculty members through greater flexibility;
- Enhance LSU’s ability to recruit new faculty members;
- Be developed in concert with LSU faculty members, the LSU Faculty Senate, the LSU staff Senate and Human Resource Management;
- Reflect the best employment practices in higher education.

<sup>1</sup>See PS-12, Revision 7 (November 8, 2004) for the current policy; on p. 15 of that document, the rate of accrual is set at 8 hours per month for fewer than 3 years; 10 hours per month for 3-5 years; 12 hours per month for 5-10 years, and 16 hours per month for 15 or more years. A young faculty member after one year of service would only be eligible for 72 hours for a nine-month contract or 9 days, assuming no other sick days were used.

<sup>2</sup>Universities of Alabama

Guidelines for Maternity Leave for Nine Month Faculty Members The Faculty Handbook permits paid maternity leave for nine month faculty members to cover “recovery from pregnancy, miscarriage, abortion, childbirth, and from any resulting disabilities.” Those eligible for paid maternity leave are nine month female faculty members who are tenured, probationary, or those who have been in a temporary contract status for at least one year at the time the leave begins. These guidelines are predicated on the expectation that colleges will work with these nine month faculty to provide eight weeks of paid leave provided the baby is born during the academic year or close to the beginning of the academic year.

<sup>3</sup>University of Minnesota Paid and Unpaid Parental Leave Available 1. Eligible faculty (94xx) and P&A employees (93xx, 96xx, and 97xx): o A female academic employee may, upon request, take up to six weeks leave with pay related to the birth of her child. The employee need not prove actual disability during this six-week period. To the extent this leave exceeds six weeks for disability, it will be covered under the Administrative Policy: Paid Medical Leave and Disability Benefits for Faculty and Academic Professional and Administrative Employees. o A male faculty or P&A employee may, upon request, take up to two weeks leave with pay and four weeks leave without pay related to the birth or adoption of a child. o A female faculty or P&A employee may, upon request, take up to two weeks leave with pay and four weeks leave without pay related to the adoption of a child.

<sup>4</sup>University of Florida

The paid parental leave is also subject to the provisions of the federal Family and Medical Leave Act (FMLA) and will count against the FMLA leave entitlement of twelve (12) workweeks during the UF fiscal year. Under FMLA and UF leave policy,

the total parental leave entitlement is six (6) calendar months (the first 12 workweeks are FMLA-qualifying) beginning with the first date of absence. The six month parental leave period may begin two (2) weeks prior to the expected date of the child's arrival. Entitlement ends with the child's first birthday. Prior to the start of the leave, the employee and the supervisor must discuss the dates and terms of the leave. With departmental approval, the employee may work a reduced work schedule, as long as the dates are within the six calendar months from the first date of absence. If being used for foster care, the paid parental leave must be used within the FMLA entitlement period of twelve (12) workweeks. In addition to the paid parental leave of up to 6 weeks, the employee may also use unpaid leave, personal accrued leave, or a combination of paid or unpaid leave, so long as the total parental leave period, including the paid parental leave program, UF regulation, and the FMLA, does not exceed the six calendar months.

<sup>5</sup>Princeton

Pregnancy, Childbirth, Parental Leave and Workload Relief for Faculty May 2000; last revised April 2016 PARENTING LEAVES AND WORKLOAD RELIEF BENEFITS Princeton offers faculty members the following benefits in conjunction with childbirth and parenting: Maternity Leave Paid short-term disability from four weeks before to six to eight weeks after birth (or more) based on medical certification that a faculty member is unable to perform her work. Benefits-eligible faculty members are expected to take advantage of this benefit. No coursework should be assigned to a faculty member during the semester she will take paid leave for childbearing, although she remains responsible for research and undergraduate and graduate advising before and/or after her leave that semester.

<sup>6</sup>Purdue Paid

Parental Leave (PPL) Benefit-eligible employees and benefit-eligible post-docs are eligible for paid parental leave (PPL) benefits once they are employed for at least one continuous year on at least a half-time basis. PPL is provided to give parents flexibility and time off work to bond with their new child, adjust to a new family situation and balance professional obligations. PPL benefits are provided to an eligible employee during the first 12 months following a birth or adoption. An eligible employee may receive up to 240 hours (6 weeks) of PPL.

<sup>7</sup>University of Tennessee

FMDA Related to the Arrival of a Child <http://provost.utk.edu/family-leave/> Tenured and tenure-track faculty may modify their responsibilities for up to one semester at full pay while managing the arrival of a child through birth, adoption, or foster care. These modified duties during leave would include: • Complete teaching release for one semester • Complete release from on-campus schedule meeting and obligations (although remote attendance may be desirable), • Research obligations/opportunities to be negotiated. • Other desirable and negotiated accommodations. This right applies, regardless of gender, to the primary care-giver for pre-school-aged children. The maximum period of modified duties is one semester within twelve months of the child's arrival (even in the event of multiple birth or placement of multiple children), and modified duties for this purpose may be requested twice in the course of a career. If both parents qualify for a modified duties assignment, they may be required to use it in different semesters, especially if they reside in the same department. Eligibility for fringe benefits during any modification in service shall be determined in accordance with the University Personnel Policy and Procedure for each fringe benefit.

<sup>8</sup>University of Missouri [https://www.umsystem.edu/ums/rules/collected\\_rules/personnel/ch340/340.070\\_faculty\\_leave](https://www.umsystem.edu/ums/rules/collected_rules/personnel/ch340/340.070_faculty_leave) Paid Family and Medical Leave: (1) A tenured, or tenure-track, or full-time, ranked non-tenure track faculty member who is eligible for family and medical leave will be paid, up to 12 weeks, during any portion of such leave that occurs during the faculty member's normally scheduled work duties. Paid family and medical leaves cannot exceed more than two 12-week paid leaves within a six-year period. Additional leaves during any six-year period will be unpaid. However, if such faculty member is covered by another approved University vacation/sick leave policy, the provisions of such vacation/sick leave policy shall apply in determining the extent to which the family and medical leave shall be paid. (2) Under no circumstance can a faculty member exceed 12 weeks of family and medical leave within any 12-month period unless such leave is for covered service member leave for which the maximum is described in Section 340.070.B.2.h. below. However, given that the traditional semester is 16 weeks in duration, it is important not to interrupt the teaching and learning environment of students. Therefore, any faculty member who would normally have teaching responsibilities and is returning from a family and medical leave mid-semester will not be expected to return to the classroom until the start of a new term. In order to receive pay upon the return from a 12-week family and medical leave or a 26-week covered service member leave, a differentiated work load must be negotiated. This differentiated work load must be documented in writing and approved by the department chair, dean[1] and the provost or designee. If negotiated, the faculty member may be eligible to receive pay for the remainder of the semester.

<sup>9</sup>University of Arkansas Faculty Modified Work Assignment for Maternity and Paternity The University of Arkansas, Fayetteville seeks to provide an environment conducive to meeting the holistic needs of its faculty. As such, this policy has been developed to allow faculty to seek a modified work assignment following childbirth and/or adoption. During the academic year, a full-time (100% appointed) faculty member, who has been employed by the university for at least one (1) year, may

request a modified work assignment for a period of up to six (6) weeks' maximum duration (up to 15 weeks under special circumstances), provided that the faculty member must use any available sick leave first. Faculty are reminded to report sick leave usage throughout the academic year or their employment period. The modified work assignment must be completed within the first twelve months of the time the child has joined the faculty member's family by birth or adoption. If both parents work for the University and are requesting a modified work assignment, each parent's request must specify how long the other parent is requesting to be on a modified work assignment.

**Q&A Summary:**

Jeffrey Roland

Moved to add recruitment and retention in the last whereas and in the second bullet point.

Seconded.

Friendly amendment approved.

Austin Allen

Can you say more about restricted leave?

Fereydoun Aghazadeh

There are many faculty members that haven't used the sick leave and have many hours, but it is hard to donate those hours.

Austin Allen

Can we add something about open donated voluntary leave policy?

Lillian Bridwell-Bowles

She would like to know more before adding it to this resolution.

Gundela Hachmann

Why are staff not included?

Lillian Bridwell-Bowles

They have their own resolution and we have talked to them.

Fereydoun Aghazadeh

Nine month employment, classified and unclassified employees are very different.

Areendam Chanda

Why has it taken the faculty senate so long to come up with this?

Vote on Resolution: Unanimously approved.

**C. Second reading, Resolution 16–09**, “Amending PS-36-T and -NT so as to Comply with Faculty Senate Resolution 03-04 on Grade Distributions”, *Sponsored by Evangelos Triantaphyllou, Sukhamay Kundu, R. Clint Whaley, and Charles N. Delzell*

Read by Clint Whaley

**FACULTY SENATE RESOLUTION 16–09**

**Amending PS-36-T and -NT so as to Comply with Faculty Senate Resolution 03-04 on Grade Distributions**

Sponsored by Dr. Sukhamay Kundu, Associate Professor, Division of Computer Science & Engineering; Dr. Evangelos Triantaphyllou, Professor, Division of Computer Science & Engineering; Dr. R. Clint Whaley, Associate Professor, Division of Computer Science & Engineering; Dr. Charles N. Delzell, Professor, Department of Mathematics

Whereas Faculty Senate Resolution 03-04 (On Grades and Standards, adopted December 11, 2002\*) declares:

... The Faculty Senate recommends the adoption of the following practices as a matter of policy:

1....

2. Whenever an administrator or a committee makes or reports an evaluation of teaching—or of a course, or of a program, or of an experimental mode or method of teaching—grade distributions will be on view and will be part of the record along with other appropriate factors such as course requirements, grading criteria, and evidence of student achievement....

Whereas some faculty members, department chairs, and deans have prevented members of PS-36 faculty panels from viewing the grade distributions of candidates for appointment, reappointment, promotion, or advancement to tenure,

Therefore be it resolved that the Faculty Senate recommends that PS-36-T and –NT be amended as follows: In section V.B (“Teaching”), in the (non-exhaustive) “list of examples of appropriate factors and evidence” that may contribute to a judgment of the quality of the teaching of a candidate for appointment, reappointment, promotion, or advancement to tenure, change item 9 by appending the underlined text indicated below:

9. Evaluations of teaching and testimonials by present or former students. Any sampling of student opinion should be carried out in such a manner so that students can state their judgments freely and without fear of reprisal. If student evaluations of teaching are used as a factor in judging teaching quality, grade distributions will be on view and will be part of the record, as well as information on the extent to which the department prescribes the syllabus or grading practices of the instructor.

Therefore be it further resolved that the Faculty Senate reaffirms all other parts of Resolution 03-04, as well.

\*<http://www.lsu.edu/senate/Resolutions.html>

Faculty Senate Resolution 03-04:  
**On Grades and Standards**  
Including (Only by Reference) Two Appendices  
Presented by Carruth McGehee at the Meeting of November 7, 2002  
As Amended and Adopted at the Meeting of December 11, 2002

Whereas, the evaluation of students' work and achievement is an important responsibility of the faculty; and

Whereas, University policy on undergraduate grades (p. 65 of the current catalog) states that A indicates distinguished mastery of the course material; B, good mastery; C, acceptable mastery; D, minimally acceptable achievement for credit; and F, failure; and

Whereas, grades serve to acquaint students with the standards of the discipline; to inform them about their mastery of skills and subject matter; and to advise them of their preparedness for further study or for a line of work--and ought to do so accurately; and

Whereas, grades serve to certify students' credentials to providers of scholarships and awards, to employers, and to graduate schools--and ought to do so in a meaningful and reasonably uniform manner; and

Whereas, students' educational interests are better served when they are challenged by academic programs of good quality, with grading standards which are rigorous, consistent, and sound; and

Whereas, grades at LSU (see Appendix 2) have been rising for many years; 63% of undergraduate grades in the fall of 2001 were As or Bs; furthermore, grade distributions differ considerably among academic units; and

Whereas, grading standards in U.S. universities have become the subject of widespread discussion and concern (see, for example, the Rosovsky-Hartley report, the material from the University of North Carolina at Chapel Hill, and other references listed in Appendix 1);

Therefore Be it Resolved, that all teaching faculty should thoughtfully examine their grading standards and practices.

Be it further Resolved, that in every department (or other appropriate academic unit), administrative leaders should promote analysis and discussion of grading standards and practices--in the light of the disciplines, teaching methods, and characteristics of student populations taught by that department. After due preparation, but no later than Spring 2004, the faculty of every department should review the issues and problems in a formal meeting—to exchange views, move toward consensus, and adopt new policies and guidelines if they see fit.

Be it further Resolved, that the Faculty Senate recommends the adoption of the following practices as a matter of policy:

1. Each semester, every faculty member will be informed of the recent grade distributions in the courses he or she teaches, and in other courses at the same level, courses in the same discipline, and so forth, so that he or she will have a clear picture of grading practices in the campus context. Each department or school will, in timely fashion, obtain the needed reports and studies from the Office of Budget and Planning.

2. Whenever an administrator or a committee makes or reports an evaluation of teaching—or of a course, or of a program, or of an experimental mode or method of teaching—grade distributions will be on view and will be part of the record along with other appropriate factors such as course requirements, grading criteria, and evidence of student achievement.
3. The appropriate officer of each academic unit will take special care to see that all teaching personnel are informed about pertinent policies and expectations with respect to grades, and supported as they undertake to uphold appropriate standards.
4. Each year, beginning in Spring 2004, each Dean, in consultation with the policy committee or other appropriate faculty body, will prepare a report for the Provost on grading patterns and practices in the units reporting to him or her, addressing any need that may exist for reform.

Be it further Resolved, that the Committee on Admissions, Standards, and Honors should, in consultation with the Provost, monitor developments in the distribution of grades. Each year, beginning in 2004, the Committee will report thereon to the Faculty Senate, offering recommendations as it sees fit.

Be it further Resolved, that the Committee on the Improvement of Instruction should, in the spirit of Faculty Senate Resolution 96-08 (passed unanimously by the Faculty Senate at its meeting of February 17, 1998) monitor patterns in campus procedures for the evaluation of teaching, consider issues related thereto, and offer recommendations as it sees fit.

Be it further Resolved, that colleges and schools whose degree programs have admission requirements including a minimum GPA should, if they find that the use of this criterion may be inducing a decline in standards, consider replacing it by a competitive consideration of the GPA;

Be it further Resolved, that the Faculty Senate favors appropriately rigorous and more nearly uniform grading standards based on sound course design and valid distinctions among levels of mastery. We do not favor arbitrary changes in grade distributions. We affirm the provision in PS-44 that at the beginning of every course, the teacher must give the students a clear statement of requirements and grading criteria. The primacy of teaching faculty's judgment in determining grades in their classes is affirmed.

[7 pages of appendices to Resolution 03-04 are omitted here; see <http://www.lsu.edu/senate/Resolutions/R03-04.pdf>.]

**PS-36-T:  
Tenure-Track and Tenured Faculty: Appointments,  
Reappointments, Promotions, Tenure, Annual Reviews, and  
Enhancement of Job Performance**

[Excerpt on evaluating teaching.]

**V. Criteria for Evaluating Faculty Job Performance**

[Preamble of section V omitted here.]

**V.A. Scholarship**

[Section V.A omitted here]

**V.B. Teaching**

The University exists for the development and the dissemination of knowledge and understanding, and for the conduct of excellent instructional programs. Every faculty member is expected to be reliable, committed, and highly competent in the performance of his or her assigned teaching duties, to contribute to the teaching mission of the department, and to perform an appropriate role in the development of curricula and of educational policy.

Characteristics of an excellent teacher include intellectual honesty, command of the subject, organization of material for effective presentation, cogency and logic, ability to arouse students' curiosity, stimulation of independent learning and creative work, high standards, and thoughtful academic mentoring.

Contributions to the teaching mission that are valid and will be recognized, depending on the department, include, for example, the following. The list is not exhaustive.

1. Classroom instruction and the conduct of courses
2. Conduct of seminars, critiques, and practica
3. Direction of independent study
4. Direction of creative and artistic projects
5. Informal student seminars
6. Supervision of students in clinical work
7. Conduct of a course that integrates learning and community service
8. Involving students in research and publication
9. Multidisciplinary and interdepartmental teaching
10. Direction of a thesis or dissertation
11. Articles on pedagogy
12. Redesign of a course, or development of a new course
13. Innovation in teaching methods
14. Contributions to committees and other entities concerned with teaching, curricula, or educational policy
15. Publication of textbooks

If teaching is a part of the department's mission, then in every case for appointment, reappointment, promotion, or advancement to tenure, it is the responsibility of the appropriate group of faculty to arrive at a judgment as to the quality of the candidate's teaching. Examples of appropriate factors and evidence that may contribute to such a judgment are as follows. The list is not exhaustive.

1. Observation of classroom teaching or of other presentations
2. Statements by the candidate of his or her educational philosophy
3. Evaluations by peers of course syllabi or other instructional materials
4. Student performance on departmental examinations or standardized tests
5. Students' subsequent success or demonstration of mastery
6. Honors or special recognition for teaching excellence
7. Invitations to teach in programs at other educational institutions
8. Invited lectures and panel presentations that pertain to teaching
9. Evaluations of teaching and testimonials by present or former students. Any sampling of student opinion should be carried out in such a manner so that students can state their judgments freely and without fear of reprisal
10. Publication by respected publishing houses

11. Textbook adoptions at other universities

12. Grants and contracts to fund teaching activities or provide student stipends, especially by national agencies or foundations

### V.C. Service

[Section V.C omitted here; end of excerpt from PS-36-T.]

### Q&A Summary:

Sabrina Taylor

Do you mean grade distributions of the department or of the individual faculty?

Clint Whaley

We don't see the grade curves of the students. Someone will say that they have a poor score because they are a hard grader but you can't evaluate that because you can't see the grades.

Charles Delzell

At the top of page three it says just to clarify whose grades we are talking about here. He read number 1 about grade distributions. It was this in 2002 that started the practice of grade distributions. Every department has been seeing these each semester.

Senators

We have not seen them.

Charles Delzell

In math he has seen them.

Lilian Bridwell-Bowles

In English we get them.

Charles Delzell

That is something that we need to investigate.

Lillian Bridwell-Bowles

I think more information is better. She doesn't like the implication that you are easy if students get good grades or vice versa. She just taught a new course and most students got A's and A+s. If we just have the presupposition that high grades means easy it is a problem.

Charles Delzell

In the old resolution it says courses at the same level and discipline.

Lillian Bridwell-Bowles

That doesn't pertain to what I said.

Brett Boutwell

I don't object to that assumption but I don't see it in there.

Senator

How will you use this grade distribution to determine this faculty's teaching ability?

Clint Whaley

It is an academic freedom issue. Some people don't care about grades at all. He doesn't want to prescribe what they are used for. Rarely is a decision made better with less information. Teacher evaluations create a perverse incentive to faculty. In his department you are either promoted or fired. Even if they are on the very rigorous side of teaching they buckle under the pressure and give greater grades. Professors can say it is important or not but it can be discussed. At least they can look at the scores and decide. How can grade curves not be important at all when assessing teaching? At the graduate level it is expected that all grades are A and B. There is a difference at the undergraduate level.

Fabio del Piero

Not discussing pluses and minuses of this proposal, if you are concerned about promotion and tenure and only having student evaluations we should introduce peer faculty review of teaching. Peer evaluation for faculty is missing here. Faculty can pick or have assigned a reviewer and have a signed evaluation by a faculty.

Charles Delzell

On page 5 of the appendix, observation of classroom teaching is already there.

Fabio del Piero

He would like to put the emphasis on this.

Arend Van Gemmert

It is just saying examples but it could be anything.

Senator

How do you use the data? It appears that the data is missing so how can we have it in a tenure file if it is not being received?

Clint Whaley

That is part of the resolution since we are not receiving it. An example at LSU was there were three instructors going up for promotion and they were given students evaluations and the chairs evaluation. He asked for grade distributions. I found that there was an instructor who's grade curve was like a classical one, spread out. He had terrible reviews and the chair rated him exactly as those reviews. Another instructor in an intro computer class had 0.05% D, F. If he had not asked for and gotten the grades, this person would have gone through and recommended for an award. Not every professor would agree that the one with the harder grading curve would receive more credit, but we could not even make a decision on it without information. Some units are providing it.

Senator

We are not receiving it.

Charles Delzell

One stage is to send it to individual faculty and the other stage is to send it to the faculty panel.

Lillian Bridwell-Bowles

That has to be in the resolution. She moved to have a therefore be it resolved that all faculty members going up for tenure receive their grade distributions, and that faculty going up for tenure have ability to comment on their grade distributions.

Clint Whaley

He agrees with that.

Fereydoun Aghazadeh

This is a double edge sword. A faculty member was getting good students comments and the person was penalized because they said it was because he was giving good grades.

Amendment seconded.

Sabrina Taylor

She doesn't understand why we need the university to send out the grades because she knows her own grades. She doesn't believe that students get bad grades rate the professor badly. We are operating under the premise that faculty tend to get nailed by their students on evaluations who received bad grades. Is that true? She has heard the opposite.

Senators

It is compared to other faculty.

Clint Whaley

It is not necessarily true that bad evaluations are related to and grades. More information is better. You would see a professor with a good grade distribution and near promotion time the grades went up.

Wes Harrison

It could be they are just getting better as a teacher.

Brett Boutwell

The resolution doesn't speak to the correlation about good grades and bad grades related to evaluation. It is a question of information being made available and used in promotion and tenure.

Clint Whaley

The resolution is to include that all professors get the grade distribution every semester.

Lillian Bridwell-Bowles

My motion is changed to make it that all faculty receive the grade distribution.

Charles Delzell

We want to reaffirm paragraph 1 about each faculty receiving grade distributions. He proposes a new whereas on faculty not receiving their reports. It is not just your grades it's broader than that.

Lillian Bridwell-Bowles

That answers her question because it is grade distributions not individual faculty grades.

Lauren Coates

In regards to the correlation between grades and assessment and she suggests that we reaffirm the old resolution. If there are concerns about the correlation you could remove that therefore.

Gundela Hachmann

Student evaluations are not a good measure to assess someone's teaching as they can be influenced by random factors. She is not sure making the grade distributions available is the only solution to the problem. She recommends a more complex approach to this rather than just grade distribution. If we have student evaluations and grade distribution the impulse is that the person is a hard grader because students got low grades. That conclusion is immediate. She wonders if there is a way to ask for more comprehensive documentation for teaching quality than just grade distribution.

Clint Whaley

The grade distribution is something that has been denied for use in reviews. Everyone has a different thing they want to talk about. This is a piece of data that is missing. In his department they are only given student evaluations. He has asked for grades and has been refused when a professor got an award. Before they gave him the grades and now they have refused. One of the ways refused it is if it was important it would be listed in PS-36T. Their thought was it was illegal to give it. He is arguing that it is important and many people are being denied it.

Fakhri Al-Bagdadi

Should the department head attend the meeting of faculty instead of giving the upper hand to the students?

Clint Whaley

It goes back to peer review, we are not attempting to move grade evaluations ahead of anything else.

Lillian Bridwell Bowles

We should have a therefore be it resolved that all faculty members receive grade distributions for the courses they teach, and that faculty going up for promotion should be able to respond to that data in their comments.

Charles Delzell

I said to add a whereas about faculty not receiving grade distribution reports.

Lillian Bridwell-Bowles

Motion to change wording to Whereas faculty are not receiving grade distribution reports for the courses they teach. Therefore be it resolved that grade reports be distributed to all faculty members and that faculty members going up for tenure be able to interpret those data in their teaching statements.

Vote on the amendment: unanimously passed.

Lillian Bridwell-Bowles

The main concern is that we determine the difference between grade distributions and student evaluations. The reviews of teaching are not as complex as they should be. Lillian moves to table. Seconded.

Clint Whaley

This is a problem because PS-36T is now being reviewed.

Bill Daly

It doesn't have to be a resolution it can be brought directly to the committee on PS-36T.

Vote on motion to table: yays 18 nays 9

Lillian Bridwell-Bowles

This is in no way intended to be a rejection. She supports the resolution but it needs to be written better.

Fabio Del Piero

There are bigger issues than this. A unit head evaluating a faculty only on evaluations is a problem. Unless you are concerned that other faculty can shoot other faculty down just by peer evaluation.

Clint Whaley

Peer evaluation is already there. We were trying to add something that was not there.

Senators moved to adjourn, many seconded.

Adjourned at 5:16 pm