

Faculty Assembly Meeting Minutes
2700 Posvar Hall
December 5, 2017

AGENDA ITEM	ACTION
<p><u>Call to Order</u> The meeting was called to order by President Frank Wilson.</p>	<p>The meeting commenced at 3:00 pm.</p>
<p><u>Approval of the Minutes of the Past Faculty Assembly Meeting</u> Minutes (November 7, 2017) were approved as written.</p>	<p>Approved</p>
<p><u>Items of New Business</u></p>	<p>No discussions</p>
<p><u>Report of Senate President, Frank Wilson</u> Announcements: Ad hoc committee to examine divestment from fossil fuels; that was broadened to include socially responsible investment</p> <p>David Dennis (Katz - Finance) CB Bhattacharya (Katz –Ethics and Sustainability) Ron Brand (Law) Michael Goodhart (Political Science) Max Kneiss (SGB President) Sarah Greguris (student coalition related to Fossil Fuels investment) Committee to begin working in January; meeting now with Chancellor</p> <p>Mission – look at other universities and non-profits for strategies for socially responsible investments, trade-offs, and suggestions for the university.</p> <p>This will also provide us opportunity to consider how our endowment works; important in light of political questioning about how we use/spend from our endowment</p> <p>Thank you to the nominating committee for the Provost Search nominees.</p> <p>Two positions from A&S (8 nominees) One from Health Sciences (8 nominees) Two from Professional Schools (8 nominees) One regional (4 nominees) December 15-January 10 voting; on schedule for committee choice</p> <p>Feedback from FA last month re: Plenary topics; working on topic and volunteers. Trying to find the date, hoping to announce shortly</p> <p>Thank you to ALL COMMITTEES --- the committees have been active and productive!</p>	<p>Report</p>

<p><u>Reports by and Announcements of the Special and Standing Committees of the Senate</u></p>	<p>Benefits and Welfare Committee</p> <p>Linda Tashbrook, Chairperson, introduced the presentation with the following comments:</p> <p>We have some very good improvements coming to our retirement investment program. These improvements have been thoughtfully and authoritatively planned by the University’s Retirement Oversight Committee. The Benefits and Welfare Committee has voted to endorse these changes which will save all of us money and help us make better retirement investments. I know that sometimes the Faculty Assembly is asked to approve motions and participate in resolutions. We are not requesting those kinds of actions from you today; what we are doing today is informing you, as leaders in the University community with the hope that when this news is announced to the full faculty and staff beginning in January, you will be able to talk knowledgeably about it within your departments and committees.</p> <p>There has been solid faculty involvement throughout the process of planning these improvements to the retirement investment program. Jay Sukits, who has been here on the Faculty Assembly for about nine years serves on the Retirement Oversight Committee. You may not know this, but he was an investment banker for over twenty years before joining the faculty at the Katz School of Business. He is going to explain everything to you. We also have several other members of the Retirement Oversight Committee with us today: Cheryl Johnson, Vice Chancellor for Human Resources; John Kozar, Assistant Vice-Chancellor for Benefits; and Lori Carnvale, Director of Benefits. And now, I will turn it over to Jay Sukits.</p> <p>Representatives from Human Resources: Cheryl Johnson, John Kozar, Lori Carnvale were available to answer questions.</p> <p>Informational presentation by Jay Sukits followed. View presentation here.</p> <p>Questions:</p> <p>STONER: record keeper is still TIAA? How will assets be transitioned/migrated in older funds?</p> <p>Yes. - The funds will be mapped over to another similar fund, your choice for 30 days, and then moving to a mapped alternative.</p> <p>FRIEZE: How does this affect retired people? The same for retired employees – same funds will be available. Will retirees</p>	<p>No discussion</p>
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	<p>be given information? – yes.</p> <p>LANDSITTEL: How does this impact University match? – The match of the University remains the same (up to 12%)</p> <p>ROHRER: Very instructive presentation. If you have a fund that you like that is being retired --- you can choose to keep existing fund, new fund to new mapped fund? – Yes, through the brokerage window</p> <p>How accessible will consultants be to assist? TIAA consultants will be widely available one-on-one, phone, etc.</p> <p>LABRINIDIS: Fees? Fees are variable based on funds; averages were presented? Fees will be made available.</p> <p>WEINBERG: TIAA has received some bad press, have we had any complaints? - One complaint about possible managed account issues, however there were no issues. Escalation process available if there are questions or concerns.</p> <p>Student Activities, Aid and Affairs Committee</p> <p>Juan Taboas, Co-Chair, presented:</p> <p>The SAAA committee would like to present to the University Senate two topics with potential leeway for improvement:</p> <ol style="list-style-type: none"> 1. Spring Academic Calendar changes 2. Graduate Student Practices that Impact the Unionization Movement <p><u>I. Spring Academic Calendar</u></p> <p>The University Calendar Committee has modified the start date for the spring, 2018 term. The result is that there will only be 14-Monday classes, which is out of compliance with Middle States Assessment Board. This occurred previously every 7 years with the rotation of calendar days with the start of the spring term. This change benefit students by prolonging their winter holiday break, and was lobbied for by the SGB (Student Government Board, undergraduate student government). The question is what to do to address this; some suggestions include: add 7-minutes to each of the 14-Monday classes; hold one additional Monday evening class; hold one on-line meeting class, create an at-home assignment. The SAAA members discussed the pros/cons of the various suggestions. The committee is concerned that these solutions are non-viable for students. For example, less time will be allotted to travel to the</p>	
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	<p>following class if 7 minutes is added to the end of each class. This change also diminishes the formality and value of class instruction. The committee would at to request an analysis/consideration of the impact of this calendar change to students, to faculty and to academic programs, and of the perception of our academic rigor.</p> <p>QUESTIONS</p> <p>LANDSITTEL: Discussion with Dean Nathan Urban about the three choices; options for extending to Saturday were rejected. Flexibility was welcome. Perhaps using an asynchronous online option was attractive.</p> <p>STONER: Contact hours do not need to be person-to-person contact time.</p> <p>HORNE: Lab-based courses that are missed are not easily made up or replaced with other activities. Imperfect solutions.</p> <p>LABRIDINIS: Happens every seven years; they knew it was coming/happening. Not the best planning.</p> <p>SPRING: 15 lectures vs. midterm/final exams. Midterm might be a take-home exam? Or to schedule midterm as we do finals (at a different time) might be useful. The “7 minute” solution seems to ignore many issues including student travel to classes, etc.</p> <p><u>II. Graduate Student Practices</u></p> <p>Sufficient cards will likely be gathered to move the unionization effort forward. Student organizers believe the unionization effort is worthwhile, while the university is concerned about the additional cost and effort that come with working with a union.</p> <p>It became apparent to the committee that the unionization movement is fostered by students who feel they have no recourse for their grievances or that they have not been addressed properly. Students who are content will not likely move to encourage students not to unionize, and may sign the cards notwithstanding their content. Key issues that students feel poorly addressed, based on the GPSG (Graduate and Professional Student Government) polls and committee member experience, include toxic mentors, long work hours, poor pay, lack of progress towards graduation. Regarding mentors, it was noted that graduate students feel beholden to mentors because they work under their tutelage for many years and because they are gatekeepers for their progress. The</p>	
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	<p>relationship between graduate students and their mentors impact the daily well-being of graduate students much more than the relationship between undergraduate students and their mentors/instructors impacts undergraduate students. However, a union will likely be unable to arbitrate these key issues that impact graduate students' success and well-being at the university. In addition, a union has less of a personal stake in the success of the students than the student's school, department and faculty, and the university as a whole.</p> <p>Therefore, the SAAA committee recommends that this issue be further explored. The committee would like to see that best practices for mitigating student grievances/concerns across the schools (programs and departments) be investigated, and that these be communicated to the different schools. From the small review below, it is apparent that the professional schools have very detailed policies for mitigating student grievances. Across the university, it is also apparent that awareness of policies may be deficient at the departmental levels. In addition, much variability exists across departments and academic programs.</p> <p>QUESTIONS</p> <p>LYON: Might students want a voice in determining issues even if they are not dissatisfied? – Certainly, but a union is most effective in certain issues – work environment and pay. LYONS: Grad students on grants, progress on degree may be relegated to a secondary role. Collective bargaining is a right to these students. Provost's advice (context) was of concern to suggest otherwise.</p> <p>TABOAS: The committee understands both the desires of the students and administration.</p> <p>ROHRER: Is the committee recommending ombudsman recommendations? - No, rather that each unit consider options on how best to deal with student issues.</p> <p>LANDSITTEL: This is important and there is great variability across the university. In my own department, focus on the doctoral degree is primary, not grants. Funding scenarios have changed with less funds available. We should perhaps gather more direct evidence about procedures/data for varying practices.</p> <p>SPRING: In the past, the issue of graduate student support was considered. Kenyon Bonner clarified what was available to all students. Graduate student affairs seem more focused at the</p>	
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	<p>School level than the university level. The goal of support of grad students should be paramount, regardless of unionization efforts. Past efforts have agreed that grad students should be supported across schools and departments.</p> <p>BIRCHER: To what extent have the existing procedures shut down legitimate grievances? – Not sure since records aren’t kept. BIRCHER: Should continue the inquiry; if the Dean in a School is not as primarily concerned with academic progress, then we need to consider additional action.</p> <p>WILSON: Thank you --- and we need to continue to inquire and be supportive of concerns; by highlighting good practices, we encourage extension of good practices.</p> <p>Partial review of how different schools at the University of Pittsburgh handle graduate student grievances (with undergraduate policies as well)</p> <p><u>Pharmacy: Skledar, Susan Jean, graduate</u></p> <p>For Students in the Graduate Program in Pharmaceutical Sciences (MS and PhD), Mary Folan has been assigned as the ombudsman. Students are assured that all information is confidential, including the fact that the meeting even occurred.</p> <p><u>Pharmacy: Corey, Sharon, undergraduate</u></p> <p>One of my roles as Assistant Dean of Students is to serve as an ombudsman for the students enrolled in our PharmD Program (The School of Pharmacy’s 4- year program leading to the Doctor of Pharmacy degree). Students can come to me to discuss any problems or issues (academic, personal or financial) including complaints related to class instruction and or instructors. I serve as a Title IX officer for the School and I would report those complaints to the University’s Title IX office. If there are no confidentiality issues associated with the instructional complaint, I am free to discuss the complaint with Dr. Meyer, our Associate Dean for Education for possible resolution (also with our Dean, Dr. Kroboth). Most of our courses are team taught and have Course Coordinators and students can issue instructional complaints to them. Finally, students can also contact our Dean, Dr. Kroboth, to present any instructional complaints.</p> <p><u>Arts & Sciences: Streeter, Sybil</u></p> <p>Department of Psychology: Philippa Carter (Director of</p>	
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	<p>Diversity Initiatives and Academic Affairs) is the ombudsperson for graduate students in A&S. She was formally put into this role last spring. I'm not sure how many students are aware of this though - the graduate students in my department didn't seem to know.</p> <p><u>Arts & Sciences: Gramm, Marylou</u></p> <p>English Department: Grievances go first to the program director of the program to which the course belongs, then to the chair if they remain unresolved.</p> <p><u>School of Health and Rehabilitation Sciences: Baird, Joanne, undergraduates</u></p> <p>Recently, SHRS has created the position of Ombudsperson for the school. The Ombudsperson is a person who handles complaints, serves as a mediator, and a spokesperson for the rights of a particular individual or group. The Ombudsperson in the School of Health and Rehabilitation Sciences (SHRS) will be a neutral contact person (Non-faculty) for students with whom they can engage in informal discussions to express concerns about conflicts and other issues that may arise during the course of their education that they believe are difficult to address with their academic department.</p> <p>The roles of the Ombudsperson are listed below. The Ombudsperson is not involved in formal grievance procedures but will serve to provide guidance to the student in managing conflicts/problems and provide information about institutional policies and university grievance procedures that may be related to the student's conflicts/grievances. The Ombudsperson may direct students to other campus resources as appropriate.</p> <p>The Roles of the SHRS Ombudsperson:</p> <ul style="list-style-type: none"> • Listen to student concerns. • Explain campus policies. • Explain the grade appeal process. • Act as a neutral resource between student and faculty member. • Facilitate communication between and among individuals. • Counsel faculty to minimize potential conflict. 	
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	<ul style="list-style-type: none"> • Coach students on how to talk to faculty and staff. • Refer individuals to others as appropriate. • Act as an informal resource to students, faculty, and staff. • Keep information confidential except as required by law. <p>The SHRS Ombudsperson does not:</p> <ul style="list-style-type: none"> • Change grades. • Change policies. • Take sides, but rather tries to facilitate a mutual understanding between differing points of view. • Identify individuals without permission, except as required by law. • Take part in formal grievance processes. <p>We also have additional guidelines specifically for graduate students and post-doctoral students to assist in conflict resolution.</p> <p><u>Nursing:</u> Kitutu, Julius</p> <p><u>Engineering:</u> Borovetz, Harvey, graduate</p> <p>Grievances can be brought to the attention of the Graduate Coordinator, who works with the Department Chair, and Senior Associate Dean for Academic Affairs as necessary to resolve. Students may also approach the Dean of the Swanson School, who can choose to appoint a Committee to address as necessary.</p> <p><u>School of Dental Medicine:</u> Taboas, Juan, graduate</p> <p>Graduate Students and First professional student grievances: Any member of the University community having evidence may bring to the attention of the Department Chair and/or Dean a complaint that a faculty member has failed, in one or more respects, to meet faithfully the “faculty obligations” and “student rights” set forth in the student handbook (a list 12 items that include academic and professional relationships). The Chair or Dean, at their discretion, will take such action by way of investigation, counseling, or action in accordance with applicable University procedures as may appear to be proper under the circumstances. The faculty member's and student's interest in</p>	
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	<p>confidentiality, academic freedom, and professional integrity in such matters will be respected. Each academic unit has their own code, which is likely why first reporting to the chair is preferred. Faculty are required to report to the Dean allegations of discrimination reported by a student.</p> <p><i>Specifically regarding academic grievances (student – faculty) : The matter shall (if requested by the student) be presented to the Academic Integrity Hearing Board for adjudication. It is the responsibility of the student, before seeking to have a grievance adjudicated, to attempt to resolve the matter by personal conference with the faculty member concerned, and, if such attempts are unavailing, to call the matter to the attention of the (Department Chair, Associate Dean, etc., as appropriate) for consideration and adjustment by informal means. If a matter remains unresolved after such efforts have been made, a formal grievance procedure is employed involving the school’s academic Integrity Officer and an adjudication committee formed to mediate with the involved parties. The student may wish to proceed with a formal hearing in consultation with the chair of this committee, in which a representative from the university community is permitted for both parties but no legal counsel is permitted. The proceeding results are sent to the Dean who makes the final decision on the findings and remedies. Note that the dean may contact the Senate Committee on Tenure and Academic Freedom for an advisory opinion before issuing their own decision. The student or faculty member may seek to have the Dean’s decision reviewed by the Provost, who may seek the advice of the University Review Board. The Provost decision constitutes a final decision and exhaustive use of all institutional remedies.</i></p> <p>First professional students (dental students): Students may also report concerns or complaints related to their experiences at the SDM to the Associate Dean of Student Affairs, who will meet with the student. Following the meeting, the concern/complaint will be recorded by the Associate Dean of Student Affairs (or they designee) in the student concern/complaint log for follow-up.</p>	
<p><u>Adjournment</u></p>		<p>Moved and accepted, 4:15p</p>

Documents from the meeting are available at the University Senate website:

<http://www.univsenate.pitt.edu/faculty-assembly>

Respectfully Submitted,



HAIL TO PITT!

Cindy Tananis, Ed.D.

University Senate Secretary

Associate Professor

Administrative and Policy Studies, Education Leadership

Director

Collaborative for Evaluation and Assessment Capacity

Members attending:

Bachman, Becker, Bircher, Bratman, Brodt, Bromberg, Buchanich, Cassaro, Cook, Dahm, Fort, Frieze, Gold, Guterman, Henker, Horne, Kear, Kiselyov, Kubis, Labrinidis, Landsittel, Lyon, McGreevy, Molinaro, Perry, Phillippi, Rigotti, Rohrer, Salcido, Sant, Spring, Stoner, Sukits, Taboas, Tananis, Tashbook, Van Nostrand, Weinberg, Wilson, Yarger

Members not attending:

Adams, Betru, Bonneau, Borovetz, Clark, Conley, Danford, Deitrick, De Vallejo, Dewar, Gaddy, Harper, Infanti, Irrgang, Jones, Kanthak, Kaufman, Kaynar, Kelly, Landrigan, Long, Martin, Mendeloff, Morel, Muenzer, Mulcahy, Munro, Nelson, Olanyk, Roberts, Sereika, Smolinski, Soska, Swanson, Thorpe, Weikle-Mills

*Excused attendance:

Balaban, Czerwinski, Goldberg, Harries, Kovacs, Loughlin, Mulvaney, Withers

Others attending:

Carnvale, Graves, Johnson, Kirsch, Kozar, Sbragia

*Notified Senate Office