

Faculty Assembly Meeting Minutes  
2700 Posvar Hall  
March 13, 2018

AGENDA ITEM	ACTION		
<p><b><u>Call to Order</u></b> The meeting was called to order by President Frank Wilson.</p>	<p>The meeting commenced at 3:00 pm.</p>		
<p><b><u>Approval of the Minutes of the Past Faculty Assembly Meeting</u></b> Minutes (February 13, 2018) were approved as written.</p>	<p>Approved</p>		
<p><b><u>Items of New Business</u></b></p>	<p>No Business</p>		
<p><b><u>Report of Senate President, Frank Wilson</u></b></p>	<p>No Report</p>		
<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 25%;"> <p><b><u>Reports by and Announcements of the Special and Standing Committees of the Senate</u></b></p> </td> <td style="vertical-align: top;"> <p><b><u>Athletics Committee</u></b> Laurel Roberts, Co-Chair</p> <p>As part of our agenda for this academic year, the SAC chose to re-examine and update our mission statement to better reflect our activities. It has been at least 10 years since the mission of the Senate Athletics Committee was reviewed. While the scope of the Committee charge (encouragement and review of extra- and intra-mural sports and recreational programs of the University) was included in the existing mission statement, the Committee felt that its roles in those activities should be more formally stated.</p> <p>The Committee considered its functions in light of the changing role of the Committee, which has seen a move away from performing administrative duties related to athletics to serving as more of a liaison between the athletic department and the wider campus community. For example, in the last year committee members have helped to recruit undergraduates for the ACC Network internships and the Fueling Stations run by the sports nutrition program. Meanwhile, the administrative duties required by the NCAA have become more onerous and are better handled by dedicated professional staff.</p> <p>After thoughtful consideration and review, and with input from the Athletic Director and Senior Associate Athletic Director for Compliance and Sports Services, the mission statement has been updated to the following: <i>“Mission: The mission of the Athletics and Recreation Committee is to promote the health and well-being of university</i></p> </td> </tr> </table>	<p><b><u>Reports by and Announcements of the Special and Standing Committees of the Senate</u></b></p>	<p><b><u>Athletics Committee</u></b> Laurel Roberts, Co-Chair</p> <p>As part of our agenda for this academic year, the SAC chose to re-examine and update our mission statement to better reflect our activities. It has been at least 10 years since the mission of the Senate Athletics Committee was reviewed. While the scope of the Committee charge (encouragement and review of extra- and intra-mural sports and recreational programs of the University) was included in the existing mission statement, the Committee felt that its roles in those activities should be more formally stated.</p> <p>The Committee considered its functions in light of the changing role of the Committee, which has seen a move away from performing administrative duties related to athletics to serving as more of a liaison between the athletic department and the wider campus community. For example, in the last year committee members have helped to recruit undergraduates for the ACC Network internships and the Fueling Stations run by the sports nutrition program. Meanwhile, the administrative duties required by the NCAA have become more onerous and are better handled by dedicated professional staff.</p> <p>After thoughtful consideration and review, and with input from the Athletic Director and Senior Associate Athletic Director for Compliance and Sports Services, the mission statement has been updated to the following: <i>“Mission: The mission of the Athletics and Recreation Committee is to promote the health and well-being of university</i></p>	<p>Discussion and Vote noted within report section</p>
<p><b><u>Reports by and Announcements of the Special and Standing Committees of the Senate</u></b></p>	<p><b><u>Athletics Committee</u></b> Laurel Roberts, Co-Chair</p> <p>As part of our agenda for this academic year, the SAC chose to re-examine and update our mission statement to better reflect our activities. It has been at least 10 years since the mission of the Senate Athletics Committee was reviewed. While the scope of the Committee charge (encouragement and review of extra- and intra-mural sports and recreational programs of the University) was included in the existing mission statement, the Committee felt that its roles in those activities should be more formally stated.</p> <p>The Committee considered its functions in light of the changing role of the Committee, which has seen a move away from performing administrative duties related to athletics to serving as more of a liaison between the athletic department and the wider campus community. For example, in the last year committee members have helped to recruit undergraduates for the ACC Network internships and the Fueling Stations run by the sports nutrition program. Meanwhile, the administrative duties required by the NCAA have become more onerous and are better handled by dedicated professional staff.</p> <p>After thoughtful consideration and review, and with input from the Athletic Director and Senior Associate Athletic Director for Compliance and Sports Services, the mission statement has been updated to the following: <i>“Mission: The mission of the Athletics and Recreation Committee is to promote the health and well-being of university</i></p>		

	<p><i>community members including student-athletes, general student body, faculty and staff through review and oversight of intercollegiate athletics, club and intramural sports and recreational activities”</i></p> <p>Because of this change, we deemed it appropriate to also update the committee name to become the <b>Senate Athletics and Recreation Committee</b>.</p> <p><b>Impact:</b> Review of the mission statements of the Benefits and Welfare, Community Relations, Faculty Affairs and Plant Utilization and Planning committees reveals little overlap and no conflict. SC’s new emphasis on recreation could be synergistic with Benefits and Welfare and collaborative with Plant Utilization and Planning</p> <p><b>Discussion:</b></p> <p>TASHBOOK: B&amp;W looks at recreation as a benefit and we deal with it in those ways. How does your committee consider how to address this?</p> <p>ROBERTS: Work synergistically with B&amp;W; we look to consider stronger relationships for committee. More focus on facilities and scheduling and such.</p> <p>TANANIS: Expansion of overall mission of athletics to more fully represent recreation across the campus.</p> <p>MUNRO: Is there a process for oversight of changing mission statements? Potential overlap and conflict.</p> <p>MOLINARO: Name change is Bylaw-mandated; mission change is not.</p> <p>BALABAN: Areas of cooperation, not conflict.</p> <p><b>Name Change for Committee to “Athletics and Recreation Committee”, Unanimously approved.</b></p> <p><b><u>Benefits and Welfare Committee</u></b> Linda Tashbook, Chair</p> <p>In the days just prior to our March 1 meeting, the Senate Committee on Benefits and Welfare was asked to “endorse” actions by two units in the University.</p> <p>The first item was a proposal by the University of Pittsburgh Postdoctoral Association (UPPDA) seeking to expand the amount of paid new parent leave for postdocs. That proposal was endorsed by the Council of Deans and Reviewed by the Office of Human Resources and University Council before being presented to the Benefits and Welfare Committee. At some point, the idea was enlarged to include research associates as well as postdocs.</p>	
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	<ul style="list-style-type: none"> <li>• 6 weeks paid parental leave for the birth parent by natural delivery (currently 4 weeks paid leave)</li> <li>• 8 weeks paid parental leave for the birth parent by caesarian section (currently 4 weeks paid leave)</li> <li>• 4 weeks paid parental leave for the non-birth parent for child bonding (no change)</li> </ul> <p>We voted to endorse this increased leave program for postdocs and research associates who are becoming new parents, but we did have a bit of discussion about the fact that it looks like this new leave policy would give postdocs and research associates more maternity and caesarian leave than staff get. That is not the case; staff also get six weeks for natural delivery and eight weeks for caesarian delivery, but after the first four weeks the staff leave is counted as short term disability. Postdocs and research associates do not have the short-term disability benefit that staff have, so their entire new parent leave has to be separately designated as new parent leave.</p> <p>The second matter that the Benefits and Welfare Committee was asked to endorse came from Staff Council and was about the proposed policy permitting staff to use fifteen hours (two work days) per year for University volunteer projects. Staff Council already had "letters of support" from the Office of Government and Community Relations and PittServes prior to coming to our meeting. This proposed policy has subsequently been featured in the March 8 University Times. We voted in favor of endorsing it and had no dissent or discussion on the matter.</p> <p>The Benefits and Welfare Committee is delighted that these different entities within the University are interested in our opinion on their issues.</p> <p>One final note since I have your attention: The Mental Wellness Task Force of the Benefits and Welfare Committee is hosting a brown bag program this Thursday, March 15, at Noon in the Kurtzman Room at WPU titled "Under Attack at Home or at Work: How to Respond to Hostility." Please come and bring people with you.</p> <p><b><u>Discussion</u></b>          STONER: Short-term disability? Salary remains the same (Tashbook)</p>	
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	<p><b>Research Committee</b>  Michael Spring, Senate Liaison (presenting for committee co-chairs)</p> <p>New Visitor Policy guidance; new visitor agreement  See: <a href="http://visitor.pitt.edu/for-visitors/overview">http://visitor.pitt.edu/for-visitors/overview</a></p> <p>Relates to various categories of visitors addressed (time at Pitt, engagement in activity and facilities). Various required activities by departments, schools, and centers. Extensive information and still being fully developed.</p> <p>See attached Visitor Participation Agreement for Academic Visitor 9discussion and vote)</p> <p><b>Discussion:</b>  BONNEAU: When does the 14-day visitor status “reset”?  SPRING: Not specified, though the intent is for short term visitors such as speakers or class visitors.  WEINBERG: This is a welcome change with clarity. Look at other universities? Other institutional policies can be onerous.  SPRING: A lot of comparison and consideration of other institutions  DEPALMA: Peer reviews and comprehensive review done across time. Our language will be cutting edge through our agreements and website.  LANDSITTEL: Is training considered differently than other categories?  SPRING: Lots of reasons people visit; administration chose a two-week visit period to lift the burden from collegial visits. When someone comes here to be trained --- it depends on the time they are here --- for a more extended period or shorter term.  DEPALMA: Based on length of time; seen as a partnership --- if there is a higher risk, then go for a higher agreement.  LOUGHLIN: What is the nature of “labs”? Can this be handled up front?  DEPALMA: Yes, it can and should be handled up front; laboratory definitions are described.  BALABAN: Reciprocity from other institutions in certification?  Yes  KEAR: Is this language clearly defined from NTS visiting appointment?  DEPALMA: This applies to unpaid visitors.  MUNRO: Is this the administration’s policy? If we disagree, will it still be adopted?</p>	
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	<p><b>VOTE: Approved unanimously (see attached policy statement)</b></p>	
<p><b><u>Unfinished Business and/or New Business</u></b></p>	<p><b><u>Provost's Update</u></b>                  Patty Beeson, Provost                  Notes provided by Provost Beeson</p> <p>Progress on creating the engaged learning environment (learning for both faculty and students) envisioned in the Plan for Pitt. Will focus less on the research side, assuming this group might want to invite SVC- Rutenbar to report.</p> <p>I will also only mention in passing the efforts we have made to improve the built environment for both faculty and students:</p> <ul style="list-style-type: none"> <li>• Classrooms designed to support more engaged learning (downstairs)</li> <li>• Completed most of the Student labs</li> <li>• Continue to work on faculty labs and offices in:                         <ul style="list-style-type: none"> <li>○ Science, HS,</li> <li>○ Humanities in CL</li> <li>○ Social Sciences in Posvar Hall</li> </ul> </li> <li>• Moving forward Master Planning engaging faculty, staff, students, community</li> </ul> <p><b>Development over past year –</b></p> <ul style="list-style-type: none"> <li>• Opened a new School of Computing and Information, when announced last year noted:                         <ul style="list-style-type: none"> <li>○ a key element of the structure we are creating to support research and teaching in the broad areas around data, analytics, and systems. But note the whole thing. It is the center of gravity.</li> <li>○ We have also hired faculty throughout the University who are contributing to this focus area, including 3 chaired professors, and building the data and IT infrastructure to support this.</li> </ul> </li> <li>• Titusville:                         <ul style="list-style-type: none"> <li>○ Board approved a plan to reorient Titusville campus to be a collaborative education and training hub that will better meet the regional needs.</li> <li>○ This proposal was the result of conversations with faculty/staff/community/local businesses. Input was sought throughout the process, including community meetings, and proposal was reviewed</li> </ul> </li> </ul>	<p>Report and Discussion</p>

	<p>through the Campus governance, as well as University</p> <ul style="list-style-type: none"> <li>○ We are quite hopeful that this can serve as a new model for addressing education and training needs in rural areas, where the population density is not sufficient to support independent institutions.</li> </ul> <ul style="list-style-type: none"> <li>● <b>Stress test of Budget Model:</b> <ul style="list-style-type: none"> <li>○ Starting in November, we have been conducting ‘stress tests’ on our budget Model and reviewing P4P in context of these stress tests. The University Planning and Budget Committee (with representation from faculty, staff, students, and administration), has been very engaged.</li> <li>○ No intention to ‘go private’. We have a 50+ year history of strong partnership with the Commonwealth --- a partnership that has been good for Pitt, and even better for our students, western PA, and the Commonwealth --- we have no intention of walking away from. But it would not be fiscally responsible to ignore the long-term trend of Commonwealth funding falling as a share of our overall budget</li> <li>○ Goals in Plan for Pitt remain intact – if anything conclude University needs to continue to focus on advancing quality of our academic programs, if we are to remain competitive in our market.</li> <li>○ Cannot cut our way to excellence, so we continue to push forward with our plans, with some modifications based on the stress tests.</li> <li>○ Faculty on campus were involved, several meetings with faculty and staff, advisory board, on this campus sought feedback from Provost Advisory Committee for undergraduate programs and UPBC.</li> </ul> </li> </ul> <p><b>Advancing Plan for Pitt:</b></p> <p><b>A couple of Broad Themes:</b></p> <ul style="list-style-type: none"> <li>● Broadly soliciting input as we develop plans:             <ul style="list-style-type: none"> <li>○ Surveys of faculty, staff, and students. We’ve long used surveys to assess and guide development of our undergraduate programs, and in recent years have added considerably to our tool box with a climate survey in 2014, COACHE survey of full-time</li> </ul> </li> </ul>	
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	<p>faculty in 2016, graduate students last year, this year staff, and we are gearing up for survey of Part-time faculty next year.</p> <ul style="list-style-type: none"> <li>○ Engaged with Senate Committees, Student Government Board, Graduate and Professional Student Government, and Staff Council to identify areas in which we can work together</li> <li>○ Many more competitive grant proposals to help generate ideas for advancing the plan             <ul style="list-style-type: none"> <li>▪ Teaching Excellence grants, and new this year are the course incubator grants intended to support faculty in transforming large enrollment courses to more effectively engage students Chem, Bio, Russian, and Econ</li> <li>▪ Personalized education grants where we received 42 proposals from 52 individuals, and awarded 17 grants</li> <li>▪ Most recently the Seed Funding grants that attracted 177 proposals.</li> <li>▪ Faculty and staff have been engaged in reviewing grants.</li> </ul> </li> </ul> <p>Some key efforts to create the supportive learning environment for faculty and students</p> <p><b><u>Recruit the mix of students that provide the engaged learning environment:</u></b> Plan for Pitt recognized the importance of continuing to recruit students who are academically prepared, but also the need to enhance diversity (geographic, ethnic, and income) to allow our students to develop ...</p> <ul style="list-style-type: none"> <li>● 1998-2008, focus mostly on academic qualifications</li> <li>● Over the past 10 years, we have continued with this focus, but broadened include more geographic, ethnic diversity, as well as less quantifiable characteristics like leadership, creativity, and entrepreneurship. On the quantitative:             <ul style="list-style-type: none"> <li>○ 81 point increase in test scores,</li> <li>○ Geographic reach has increased with dramatic increasing in applications from outside of PA, resulting in 14-percentage point increase in out of state freshmen.</li> </ul> </li> </ul>	
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	<ul style="list-style-type: none"> <li>○ Seen strong increase in ethnic diversity with increase 16% to 28%</li> <li>● Momentum continues, most recent undergraduate admissions report:             <ul style="list-style-type: none"> <li>○ Applications up 10% Pittsburgh campus (0 instate, 20% out-of-state, more out of state applications than in-state for the first time); minority apps up 21%; test score up 8-9 points</li> <li>○ Regional campuses strong, +7% apps (11% increase in directs)</li> </ul> </li> </ul> <p><b><u>Create a culture that promotes engagement</u></b></p> <ul style="list-style-type: none"> <li>● we are creating an inclusive culture to allow for engagement in meaningful discussions and debate of core issues on which we may disagree. Remembering that a core principle of any university is that knowledge is advanced through open discussion and debate.</li> <li>● Programing outside the classroom under Kenyon Bonner’s leadership of Student Affairs, and Pam Connelly in Office of Diversity and Inclusion,</li> <li>● Also, greatly expanded programing through Teaching Center to support faculty in creating an inclusive environment inside the classroom. Tremendous faculty response</li> </ul> <p><b><u>Personalized Education Initiative:</u></b> is really taking shape.</p> <ul style="list-style-type: none"> <li>● Moving from advisors to mentors/coaches</li> <li>● Expand opportunities for engaged learning outside classroom (research, community, internships, study abroad),</li> <li>● Introducing technology and analytics to free advisors from the mundane tasks and to better match students with opportunities. Faculty and departments should start seeing roll out of new tools to support work.</li> </ul> <p><b><u>Enhancing student support structures:</u></b> We have also been working with student groups to expand and develop new programs based on their input. These include:</p> <ul style="list-style-type: none"> <li>● Expanded Mental Health Services for all students (graduate and undergraduate).</li> <li>● Office of Diversity and Inclusion continues to build and expand programing based on insights from climate survey,</li> </ul>	
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	<p>including appropriate staffing for investigations, but also real focus on changing the culture.</p> <ul style="list-style-type: none"> <li>• In response to proposal from members of student government board, developing new center to support advising in the health sciences and inter-professional education (roll out in Fall)</li> <li>• While these are aimed at all students, surveys and working with graduate student governing boards, we also have been responding to specific needs of graduate students including:             <ul style="list-style-type: none"> <li>○ more professional development programs.                 <ul style="list-style-type: none"> <li>▪ Teaching workshop – new badge program introduced last year at Teaching Center (250 students have enrolled in program.)</li> <li>▪ Non-traditional career support (particularly in A&amp;S)</li> </ul> </li> <li>○ Conducted a review of stipend levels for graduate students: and we found that even though our graduate students stipends have increased by twice the inflation rate over the past five years, we were still a bit behind some of our peers, and so put extra resources into stipends again this year.</li> <li>○ Established ombudsman positions in most schools to further support graduate students</li> </ul> </li> </ul> <p><b>STRENGTHEN SUPPORT FOR FACULTY:</b></p> <p><b>As noted, faculty are our greatest asset in this regard and there have been several key initiatives to strengthen support for faculty</b></p> <p><b><u>New teaching center is up and running:</u></b> lots happening</p> <p><b><u>Large Lectures Initiative:</u></b></p> <ul style="list-style-type: none"> <li>• Classrooms (Posvar, DLH, Physics, Bio, Chem)</li> <li>• Learning Community of faculty</li> <li>• Course Incubator Grants</li> </ul> <p><b><u>Assessment of Teaching:</u></b> both FA and Teaching Center identified assessment of teaching as areas of focus over the past year. No surprise since to be more successful teachers, we need feedback that we can incorporate. Also, faculty colleagues, my office and the Deans’ committees are increasingly asking for this broader input. To provide a broader perspective on teaching</p>	
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	<p>than can be garnered from student and peer evaluations.</p> <p>Traditional feedback through Student Surveys and Peer evaluations, greatly strengthened support in this area:</p> <ul style="list-style-type: none"> <li>• Student survey updated according to best practice, better feedback</li> <li>• Teaching Center program working with departments to strengthen peer evaluation</li> <li>• Teaching Center conducts course reviews and classroom observations</li> <li>• Added the Teaching Practices Inventory as an objective evaluation tool</li> <li>• Teaching Portfolios – already in use, will be working to expand more broadly, particularly working with new faculty as a way to develop a comprehensive view of teaching to present for promotion reviews as well as annual reviews.</li> </ul> <p><b>Salaries:</b> yesterday the UPBC received an overview of the various salary reports regularly provided to the Senate Budget Policies Committee. I am not going to go into those in detail, since they are publicly available, but I will highlight a few points that I have taken away from these reports:</p> <ul style="list-style-type: none"> <li>• For lecturers and Instructors, we have made progress both absolutely and relative to peers, we need to continue to invest in raising these salaries to reach the median to our peers.</li> <li>• Average full, associate, and assistant professor salaries adjusted for inflation exceed, or in the case of assistant professors, are within a percent or so of the median of the AAU publics</li> <li>• And salaries on the regional campus salaries exceed the median for their peers at all ranks.</li> <li>• That said, if we are going to remain competitive, and indeed, compete with private universities we are going to need to continue to work to improve compensation</li> </ul> <p><b>Gender differences:</b> we also reviewed a report done every five years that looks at gender equity. (a report that I started when I was vice provost). Key take aways:</p> <ul style="list-style-type: none"> <li>• PGH Since 2010, the salary gap for men and women has been reduced from 25% to 20%.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Almost all of the remaining gap is accounted for by differences in tenure status and rank.             <ul style="list-style-type: none"> <li>○ While overall gap is 20%.</li> <li>○ On this campus, looking just at tenure/tenure stream faculty, that difference falls to about 5% when you look within ranks.</li> <li>○ Similarly, looking just at NTS, the gap is also reduced to 3-5% for I&amp;L, assistants and associates professors. For fulls, there is a sizeable gap (15%), and that is fully explained by differences across schools. Within schools, there are no gender differences in salaries.</li> </ul> </li> <li>• Regional campuses: average salary gap is 12%, but &lt;2% at all ranks when controlling for Tenure status and rank. The exception is instructors and lecturers</li> <li>• Takeaway:             <ul style="list-style-type: none"> <li>○ gap is due to differences in tenure status (higher proportion of women NTS than TTS), and</li> <li>○ higher fraction of women in the lower ranks (26% of fulls are women, 43% of associates, and 52% of assistants).</li> </ul> </li> <li>• This points to hiring, promotion, and tenure:             <ul style="list-style-type: none"> <li>○ Note this is consistent with result of faculty survey which pointed to promotion and tenure, and mentoring as key areas to concern for the faculty;</li> <li>○ Laurie Kirsch brought Doris Rubio into the office to work explicitly on this issue.</li> </ul> </li> </ul> <p><b><u>Update on Progress on our joint initiative around faculty:</u></b></p> <p>Over past 3 years, worked together to review and develop recommendations on Part-time and Full-time teaching faculty, that has been expanded through newly formed Senate Faculty Affairs Committee on this effort. Laurie provided detailed report to this new committee on initiatives, I will just briefly highlight</p> <ul style="list-style-type: none"> <li>• Rebalancing faculty to better support both teaching and research:             <ul style="list-style-type: none"> <li>○ Continuing to implement 5% expansion of tenure/tenure-stream lines in provost area.</li> <li>○ Extending contracts for full-time faculty</li> <li>○ Creating more full-time (rather than part-time) teaching positions, better serve faculty and students.</li> </ul> </li> </ul>	
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	<ul style="list-style-type: none"> <li>○ In all between this year and next we will have replaced more than 100 part-time and one-year visiting positions with full-time multi-year contract positions</li> <li>○ We are also working with Schools to develop more multi-year contracts for part-time faculty in areas where we know there is consistent need.</li> <li>● Implemented recommendations of the ad hoc committee for faculty outside the tenure stream including emeritus status, guidelines for appointment, promotion, and review, establishing career ladders for NTS recognizing central importance to the operation of the University. And moving forward with recommendations regarding part-time faculty</li> </ul> <p><b>Making info available.</b> In addition to expanding support, at urging of and with input from various senate committees, Laurie and her team have worked to improve transparency and improve communication, including revamped faculty web pages, of particular interest to Senate:</p> <ul style="list-style-type: none"> <li>○ new language on phased retirement</li> <li>○ resources to strengthen faculty recruitment</li> <li>○ new teaching resources guide</li> <li>○ new brochure on Family Friendly programs for Pitt faculty</li> <li>○ professional development</li> <li>○ working with Schools to increase clarity there, too.</li> </ul> <p>Last time addressing this group. Thank you for the opportunity to work together, advance the University, and it could not have happened without the good collegial relationships that we have had.</p> <p>=====</p> <p><b>Discussion:</b>  WILSON: Added his gratitude in working well together through difficult and challenging issues that have produced real progress for the University.  TANANIS: Thank you for adding a regular opportunity to address the Faculty Assembly. This has been an important and meaningful addition to our relationship and shared governance.</p>	
<p><b><u>Announcements</u></b></p> <p>Ad Hoc Committee on Communications – moving to the April agenda for fuller consideration. If anyone would like to be on the committee, please let President</p>		

Wilson know soon.	
<b><u>Adjournment</u></b>	Moved and accepted, 4:24p

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

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

Respectfully Submitted,

**Cindy Tananis, Ed.D.**

**University Senate Secretary**



*Associate Professor*  
 Administrative and Policy Studies, Education Leadership  
 HAIL TO PITT! *Director*  
 Collaborative for Evaluation and Assessment Capacity

Members attending:

Bachman, Balaban, Becker, Bircher, Bonneau, Brodt, Bromberg, Cassaro, Dahm, Fort, Frieze, Gold, Goldberg, Guterman, Kaufman, Kear, Landsittel, Loughlin, Lyon, Molinaro, Mulvaney, Munro, Perry, Phillippi, Roberts, Rohrer, Salcido, Sereika, Spring, Stoner, Sukits, Tananis, Tashbook, Van Nostrand, Weinberg, Wilson, Withers, Yarger

Members not attending:

Adams, Betru, Bilodeau, Bratman, Clark, Conley, Deitrick, Harper, Harries, Horne, Infanti, Irrgang, Jones, Kanthak, Kaynar, Kelly, Kiselyov, Landrigan, Long, Martin, McGreevy, Mendeloff, Muenzer, Mulcahy, Nelson, Olanyk, Rigotti, Sant, Soska, Swanson, Taboas, Thorpe, Weikle-Mills

\*Excused attendance:

Borovetz, Buchanich, Cook, Czerwinski, Danford, De Vallejo, Gaddy, Henker, Kovacs, Kubis, Labrinidis, Morel, Smolinski

Others attending:

Beeson, Di Palma, Fike, Graves, Kirsch, Lancaster, Rubio, Sciannameo, Tannery

\*Notified Senate Office