

Faculty Senate
September 20, 2012
3:00pm-5:00pm
Collins Center

Present: Hawley Almstedt, Laurel Burks, Franca Dell'Olio, Andrew Dilts, Elizabeth Drummond, Omar Es-Said, Véronique Flambard-Weisbart, Richard Fox, Michelle Hammers, Jamie Hazlitt, George Hess, Diane Meyer, Mladen Milicevic, Katherine Noon, Patricia Oliver, John Parrish, Jennifer Pate, Robert Rovetti, Sue Scheibler, Tim Shanahan, Carl Urbinati, Thomas White and Amy Woodson-Boulton.

Excused: Paul Harris

Welcome and moment of silence

Motion 1: Approval of the September 6, 2012 minutes.

15 for, 0 against, 1 abstention

JTF Report/4-Unit Resolution

- Senators Richard Fox and Elizabeth Drummond began by commenting on the revisions to the resolution regarding 4-Unit courses. (See Appendix 1) Based on the discussion at the September 6th meeting, more clarity on the schedule and core curriculum was desired by the Faculty Senate. The revised resolution outlines brief processes to address these issues. It suggests we find a way to create stability in the process and to answer university wide questions so colleges/schools and programs that want to transition have easier access to the information.

Discussion

- A timeline for convening the ad-hoc committee is not included, however it seems unlikely a move to 4-unit courses in the Fall 2013 semester is feasible.
- The resolution dictates that the APRC and UCCC meet and I'm not sure if the Faculty Senate has that authority.
- I believe that an 18 credit load may require more study and more input from colleges/schools. The Seaver College of Science and Engineering currently requires some students to take several semesters of 17 units.
- One solution to the overload issue is to allow colleges develop a policy that 18 hours or more is considered overload.

A friendly amendment to number 3.b. was offered. By unanimous consent, the faculty senate voted to strike the language "the APRC and the UCCC will convene and co-chair an ad hoc committee of faculty members appointed by the Faculty Senate" and replace with the language "the Faculty Senate will convene an ad-hoc committee of faculty including the chairs of the APRC and the UCCC.

A friendly amendment to number 6 was offered. By unanimous consent the item was revised to “The Faculty Senate requests that each college/school, Dean, and curriculum assessment committee review and establish a policy regarding course overload keeping in mind the JTF’s recommendation that enrollment in 18 or more units be considered an overload and require special permission from the student’s Dean.

Motion 2: The Faculty Senate moves to adopt the Resolution regarding 4-Unit Courses (2012) as amended.

19 for, 0 against, 2 abstentions

Drummond/Shanahan Resolution

- Senators Elizabeth Drummond and Tim Shanahan stated this letter (See Appendix 2) was written to reinforce the President’s letter which emphasized that the exchange of ideas is central to Catholic, Jesuit, and Marymount education. It demonstrates the context of what it is being a Catholic University in America.

Discussion

- Academic freedom is critical but I believe it is important think about how we proceed based on our very unique identity as a Catholic University. We should carefully consider whether a letter to the trustees is even necessary, and whether this letter is respectful of our Catholic identity and tradition.
- My read is that as a catholic university we have a duty to live out the Catholic intellectual tradition and ensure academic freedom.
- At LMU everything should be exposed and individuals should be allowed to demonstrate and defend points of view. Everyone should be allowed to speak freely and have counter arguments.

A friendly amendment was offered and by unanimous consent the Faculty Senate voted to add “and professional librarians” to the first sentence.

A friendly amendment was offered and by unanimous consent the Faculty Senate voted to add “in the United States” to the third sentence.

A friendly amendment was offered and by unanimous consent the Faculty Senate voted to strike the language: “allowing, even” in the fourth sentence.

- President John Parrish asked for the senate’s feedback on the letter’s signature and it was decided that it should be signed by all members of the senate who support it.

Motion 3: Move to adopt the Faculty Senate letter to trustees as amended.

22 for, 1 against, 0 abstentions

Update on Administrative Performance Review

- President John Parrish began by reviewing the background of this issue. In April the Governance Committee asked for three things, two of which were agreed to today by Deans Council. Both the idea of a formative mid-term review in the 2nd year and scaled questions related to specific job responsibilities have been supported. The third request, that the Provost and consultants make some public presentation of results was questioned by the VP of Human Resources as not legally viable if it is considered mandatory, since information is used for determining reappointment needs to be disclosed voluntarily. (since it is a personal matter) . The Governance Committee feels public acknowledgment of the results is a critical component and very meaningful
- The AAUP is clear faculty that should have a primary voice and the AAUP documents may imply self-reporting by Deans though AAUP documents also acknowledge the legal issues connected to disclosure. Currently the process includes various interviews and a faculty driven survey. There is still the question of what results should be made public and to what extent.
- The Governance Committee was asked to look at other universities and determine what should be reported to faculty. The reporting of major strengths and weaknesses and the overall performance rating may suffice. The LMU faculty expects the Deans to voluntarily release a report about the review. The appointing administrator could also release a statement of accuracy in order to confirm the results.

Discussion

- I believe the idea of evaluating the Dean's Office could be contradictory to the spirit of the current process.
- President Burcham expects Deans to publicly self-report the results. The question is would the Deans be willing to work with Faculty Senate to state what is expected to be reported out.
- Faculty are looking for a change in behavior and ensuring that information does not get lost. This is all about best practices and transparency with the upper administration ensuring accountability.
- A more structured reporting process is definitely desired. A request to the university attorney on the legality of sharing results as related to reappointment could be helpful.
- It is important to not frame this as a new request and to demonstrate that we are reasonable partners in faculty governance. We do not want to lose momentum at this point.
- I feel we should write to the Provost, President and Deans to thank them for agreeing on the first two points. The Governance Committee could utilize their research and best practices on reporting to determine the next steps. We would also like to be involved in the structure of the upcoming BCLA Dean review.

- Since the mid-term formative review does not have a direct effect on reappointment there is no legal obstacle to public reporting of that information, though we have to consider whether the likely effect would be positive or negative.
- By unanimous consent the Faculty Senate referred the issue to the Governance Committee to consider possible next steps and present their findings at the October 18th meeting.

Preliminary Discussion of Teacher-Scholar Model statement

- The executive board thought a campus wide hearing on the Teacher-Scholar Model statement could be useful. It was decided to schedule this hearing on a future off week with enough lead time to inform the faculty. The dates of October 11th and 25th are options.

Emergency Management Committee

- Treemonisha Smith Public Safety's Emergency Management Specialist joined the senate to discuss the ready LMU campaign for emergency management. Each month September –April has a theme: National Preparedness Month, Earthquake, Public Health Preparedness, Active shooter, Power Outage, Fire, and Tsunami.
- On October 16th a preparedness fair will take place on campus and will provide information about being prepared at home, at work, and in the car. On October 18th LMU will participate in the California great shakeout. The drill will occur twice during Tuesday/Thursday classes, first at 11:50am and at an evening time to be determined. Classroom phones and e-mail will signal the time of the event. Faculty are asked to have their students participate in the drill and to discuss earthquake preparedness.
- It was suggested to best reach faculty about these events information should be distributed through multiple sources. Dean's Offices, Department Chairs and administrative assistants could forward electronic information and some hard copies could be posted. The University is developing comprehensive plan and business continuity plan which can also serve as guideposts. It was also suggested to look at emergency planning from institutions in New Orleans.

New Business

The Elections Committee reminded the Business, Engineering/Computer Science, Education and Film and TV constituencies of Friday's deadline for nominations for the open senate seats.

Meeting adjourned at 4:55pm.

Submitted by: Franca Dell'Olio

Prepared by: Robert Houghtaling

1. The Faculty Senate gratefully accepts the final report from the Joint Task Force on 4-Unit Courses with appreciation for the members' careful study of this important issue and their significant investment of time and attention during Spring and Summer 2012.
2. The Faculty Senate strongly endorses the JTF report's central recommendation that moving to a curriculum based primarily on 4-unit courses is not desirable at this time for the university as a whole.
3. The Faculty Senate strongly endorses the JTF report's finding that individual academic programs be empowered to choose the curriculum model – a 3-unit model, a 4-unit model, or a 3-unit/4-unit hybrid model – best suited to the specific program. Any program modifications must go through existing college and university governance structures. To deal with any initial influx of 4-unit program modifications, the Senate recommends the following process to determine and address the potential collective and university-wide impact of curricular changes.
 - a. The Provost, working with the Deans, should solicit a "letter of intent" from all departments and programs that wish to change to a 4-unit or hybrid 3-unit/4-unit model. The "letters of intent" should be submitted to the chairs of the APRC and UCCC and the Faculty Senate by 31 October 2012. The "letter of intent" should include the following information: (1) is the program proposing to implement a 4-unit model across all courses or a 3-unit/4-unit hybrid model; (2) what is the program's anticipated contribution to the core; and (3) does the program require or prefer extra class time to make the move to 4-unit courses.
 - b. To address core impact, the chairs of the APRC and the UCCC will convene and co-chair an ad hoc committee of faculty members appointed by the Faculty Senate. Based on the "letters of intent," the ad hoc committee will assess the collective impact of the proposed curricular modifications on the University Core Curriculum and consider a variety of approaches for how to deal with Core courses. The committee will report its findings and make recommendations to the APRC, UCCC, and Faculty Senate.
 - c. In addition, the Faculty Senate, working with the Provost, will appoint a joint faculty/administrative committee to conduct a study to assess, using the "letters of intent," the collective impact of any proposed curricular modifications on the university schedule. The committee will study the feasibility of the model proposed by the JTF as well as other possible schedule models. The Senate emphasizes that any standard course schedule should be effective both in promoting academic rigor and focus for students and in facilitating the faculty's workload balance of teaching,

scholarship/creative activity, and service. The committee will report back to the full Faculty Senate and the Provost with its recommendation regarding the schedule.

- d. On the basis of the two committee reports, the Faculty Senate will make recommendations to the Provost and the President regarding the University Core Curriculum and any changes to the schedule.
4. The Faculty Senate affirms the JTF's recommendation that LMU adopt the WASC definition of a credit hour. The Senate recommends that the Deans work with their faculty to clarify the definition of a credit hour and the distinctions between 3-unit and 4-unit courses following the guidelines of the WASC definition. We also recommend that the Deans work with the Office of Assessment, the APRC, and the Senate to ensure that the definitions of a credit hour are consistent across the university.
 5. The Faculty Senate affirms the JTF's recommendation that "current university and school/college processes should be employed to ensure the academic quality and assessment plans for any courses/programs transitioning from 3-unit to 4-unit courses." (p. 2)
 6. The Faculty Senate strongly affirms the JTF's recommendation that enrollment in 18 or more units be considered an overload and require special permission from the student's Dean.
 7. The Faculty Senate strongly affirms the JTF's recommendation that faculty teaching workload be limited to 36 units over every two year period and encourages deans to make sure that appropriate adjustments to teaching loads are made to enable programs to move to a 4-unit curriculum without an undue burden on faculty.
 8. The Faculty Senate strongly affirms the JTF's recommendation that "the university community capitalize on this moment of focused campus-wide discussion of the meaning, nature, structure, and indicators of academic excellence, rigor, and climate – taking definitive actions now to enhance and deepen campus life." (p. 2)

Dear Trustees:

As representatives of the faculty of Loyola Marymount University, we are writing in response to the recent concerns raised regarding the staged reading of the play *8* on the LMU campus on 7 September 2012. The LMU faculty highly values our distinctive identity as a Catholic, Jesuit, and Marymount University, and we recognize that some of the perspectives voiced in the play *8* question or contradict the Church's teachings regarding sexuality and marriage. Engaging with social issues in a way that appropriately respects both academic freedom and Catholic teachings is a longstanding challenge for Catholic universities, and we wish to be mindful of the importance of both as we pursue our joint mission of the encouragement of learning and the service of faith and promotion of justice. Yet we want to write to you today to express our firm belief that allowing, even encouraging faculty, staff, and students to engage directly and publicly with such controversial issues is not only required by the fundamental principles of academic freedom, but also enables us to embody a forum for the free and non-dogmatic exchange of ideas that constitutes a defining characteristic of what it means to be a Catholic, Jesuit, and Marymount University.

Like all universities, Loyola Marymount University is dedicated to intellectual inquiry and to the production and dissemination of knowledge. These pursuits are grounded on a firm foundation of academic freedom, which informs not just the teaching and scholarship of faculty but also the broader campus climate, where the university becomes a space where diverse and often conflicting perspectives find articulation (see *Ex Corde Ecclesiae*, ¶12). In doing so the university models the values of our democracy at its best: respectful and civil dialogue, pluralism, and appeals to sound argument. Faculty, students, administrators, and university offices all participate in creating and safeguarding this culture of free inquiry and respectful dialogue.

But this commitment to academic freedom and dialogue is not merely a defining characteristic of the university in general; it is also a specific characteristic of the Catholic University, with its concern for the pursuit of truth and the development of intellectual and moral excellence. As Pope John Paul II wrote in *Ex Corde Ecclesiae* (1990), "[i]t is the honour and responsibility of a Catholic University to consecrate itself without reserve to *the cause of truth*" (¶4). As a Catholic University, Loyola Marymount University is part of the Catholic intellectual tradition, defined as a set of foundational questions about what it means to be human, the common good, the dialogue between faith and reason, the nature of justice, and so on. In exploring these questions and in the search for truth and meaning in the world, a Catholic University focuses not merely on Catholic contributions but on non-Catholic voices as well, "open to all human experience" and "ready to dialogue with and learn from any culture" (¶43), seeing that dialogue itself as an integral part of what it means to be a Catholic University. Academic freedom and the open sharing of ideas are thus essential for the pursuit of truth so central to the Catholic Church, as Pope John Paul II wrote, "an effective witness, especially necessary today, to the Church's belief in the intrinsic value of knowledge and research" (*Ex Corde Ecclesiae*, ¶15).

As a Catholic University, Loyola Marymount University has a mission distinct from those of the Catholic parish, the Catholic hospital, or the Catholic charity, even as it is animated by the questions and values

central to Catholicism. We must safeguard the academic freedom essential for making the university an inclusive space where people of diverse backgrounds and opinions can engage in the dialogue that serves as a foundation for the Catholic University's, and the Catholic Church's, pursuit of truth. Hosting events such as 8, which offer the opportunity for free and open discussion of important ethical, theological, and political issues, even if they are controversial and even if they offer viewpoints that challenge the Church's teachings, is a vital part of creating the sort of intellectual climate that defines a Catholic University.

Sincerely,

LMU Faculty Senate