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ANNOUNCEMENTS

THE POLICY OF STUDENT REPRESENTATIVES AT FACULTY MEETINGS
PROFESSOR TOBIN: Before we get started there are a couple of announcements I want to make. First is that, as you know, there's a topic on the agenda that has aroused a great deal of interest. I believe it was the ampersand? I want to remind you that the policy of this faculty is to permit two representatives from the TCU Senate and a representative of Tufts Daily to be present at our faculty meetings. So those representatives are present here today and will be here throughout the meeting. So you should be aware of that and that is consistent with our policies as adopted, I think, in 2008. There will also be students invited in to participate in specific items who have been invited by the Executive Committee and will be present only for those items. I just want to make sure everyone understands that.

FACULTY FORUM, MARCH 9TH TO DISCUSS FACULTY SENATE PROPOSAL
PROFESSOR TOBIN: Also, I'm sure if you're like me you have long had March 9th circled on your calendar as the scheduled date for a faculty forum. Our intention has been to use a faculty forum this spring to discuss the emerging proposal for a faculty senate. It's not clear yet. We're having conversations with our representatives in the provost's office about whether it's too soon to go ahead with March 9th. We'll be figuring that out very soon so watch your emails. It's possible that that faculty forum will be rescheduled. So you'll get an email about that. Please be aware of it. Any questions about any of that? Good. So first announcement is from Juliet regarding the review of Bob Cook. Oh, it reminds me once again, I'll just remind everyone, if you have a comment please wait for the microphone and please do identify yourself. Thank you.

FAB REVIEW OF BOB COOK, DEAN OF GSAS
PROFESSOR FUHRMAN: Juliet Fuhrman. On behalf of the Faculty Advisory Board I'd like to remind everyone that this semester we're doing a review of Dean Cook of the Graduate School of Arts & Sciences. You will have received an email last week regarding that and also attached was Dean Cook's narrative about his accomplishments to date. So we are looking forward to your input. This is a valuable process and the more input and more widespread input we get, the better the process will be. So please help us out with that. Thank you.

PROFESSOR TOBIN: Thank you, Juliet.

OLD BUSINESS

VOTE ON PROPOSED AS&E BYLAW CHANGES: B&P COMMITTEE, IT COMMITTEE, AND REMOTE BALLOTING
PROFESSOR TOBIN: We now turn to some old business. So at the last AS&E meeting we presented three proposals for bylaw changes. We're now going to move ahead with
additional discussion and hopefully vote on all three.

So the first one is a change to the description of the Committee on Budget and Priorities. So the original proposal presented last time was simply the addition of community health to the list of departments in social sciences. As a result of that meeting, we received a suggestion and have adopted a friendly amendment to this, to move occupational therapy from its slightly peculiar positioning under but not among the natural sciences to the listing under social sciences. So that's the proposal on the table. I invite discussion of that, and then we will move to a vote. Since this is a bylaw change it will require a two-thirds vote from the faculty to be adopted. So are there any questions or comments about this proposal?

Hearing none let's move ahead with a vote. All in favor of this proposal please raise your hands. All those opposed? Abstentions? That proposal carries.

The next item is the change for the Committee on Information Technology. Mitch, do you want me to just -- do you want to read this or should I -- okay. Again, this is a change in language. There are a few changes. The original change is to add language about learning spaces as we discussed last time. Again, we've adopted a friendly amendment. This is a controversial item on the agenda today, which is the removal of the ampersand between the A and the S, in what was previously A&S&E, what will hopefully now be AS&E. Are there any questions or discussion about this important matter?

Hearing none we will proceed with the vote. All those in favor of this please raise your hand. Those opposed? Abstentions? One abstention. Nevertheless, the policy carries.

The third item, and perhaps a little more significant, this is a proposal to authorize the taking of votes in this faculty -- aside from committee elections, which were already authorized -- authorizing the taking of votes by mail or other secure remote means of balloting, which these days would probably be online voting similar to what is done for committees, but as technology changes other options will be permitted in to this bylaw change.

So there are two pieces. The first is a bylaw change simply authorizing that, and if that should be adopted then there is a second piece which is a policy statement about how the decisions would be made. That would be a simple policy statement of this faculty so that would be majority vote. The first one is a bylaw change so it requires a two-thirds majority vote. So are there questions or discussion regarding the bylaw change authorizing remote balloting for matters before this faculty?

I see no hands. We will proceed with a vote on the bylaw change. All those in favor of this bylaw change please raise your hands. Opposed? Abstentions? Bylaw change passes.
So that being the case we move on to the policy for determining which votes and under what circumstances this would be used. This is given in detail on the briefing materials that were provided. In summary, initial determination would be made by the Executive Committee based on whether the matter was of significance importance to the faculty and whether there was ample opportunity for it to be discussed prior to the vote. The decision either to vote for remote balloting or not to could be overturned by a vote of this faculty, so the Executive Committee's decision is not final and there are provisions to make sure that there would be adequate opportunity for discussion in any of those events. So I invite questions, or comments, or amendments to this proposal.

All those in favor of adopting this policy please raise your hand. All those opposed? Abstentions? Policy passes.

Next, I invite Ioannis to speak about open positions and nominations for elected committees.

NEW BUSINESS

OPEN POSITIONS AND NOMINATIONS FOR 2016-2017 ELECTED COMMITTEES

PROFESSOR EVRIGENIS: Good afternoon. On behalf of the Committee on Committees I'd like to start by thanking Jillian and Bryanna for once again doing great work to make our life easier. So we are in the process of putting together the ballots for upcoming elections. In the interest of time I'm not going to name the candidates. Jillian and Bryanna have provided lists of the candidates so you can find them there and information about the candidates and their previous service is available on Jillian's website.

I will say what the positions are. So we have two openings in Budget and Priorities Committee. One is a full-term and one is a one-year replacement position. We have two openings on the Committee on Committees. Again, a full-term one-year replacement. We have a full-term opening in the Executive Committee on a one-year replacement in the Executive Committee. We need someone for the Faculty Advisory Board for a full-term. Somebody for the Grievance Panel for a full-term and a replacement term. And we are recruiting for T&P.

Just a couple of things. First of all, I want to thank all the people who have agreed to run. It's a fabulous slate. I would encourage others to think about running. We still need one more candidate for the Grievance Panel, and because of Joe Auners’ appointment, we now need to replace him on FAB so we're looking for a candidate for that position as well.

The last thing that I would like to say is we sorely need female candidates for T&P. Please consider running. Thank you.
WORK/LIFE BALANCE COMMITTEE TO SHARE RESULTS OF UNIVERSITY-WIDE DEPENDENT CARE SURVEY

PROFESSOR HABER: Moving right along here. Our next item will be the Work/Life Balance Committee sharing results of the university-wide dependent care survey. Elizabeth Remick will speak.

PROFESSOR REMICK: Actually, I'm not alone. This is my co-chair Amahl Bishara from anthropology. I want to thank all of you who filled out the survey.

What we're going to do today is give you a report on the dependent care assessment survey that the AS&E Committee on Faculty Work/Life finished analysis of. I'll give you a little bit of background about us and about the survey.

First of all, the Work/Life Committee was established in the fall of 2013 succeeding the Work/Life Balance Task Force which really started as a grassroots faculty effort. One of the things that the task force recommended was that the university carry out a dependent care needs assessment survey, which did not happen because nobody in the administration at that point was willing to make one happen, so we did it. We as a committee began work on the survey in May of 2014, which you might recall was before the Tufts Educational Daycare Center was outsourced to Bright Horizons. We decided to go ahead with the survey in the middle of that process.

The survey was conducted in February and March of 2015, which you might recall was right after "snowmageddon" last winter. The survey was funded by the deans of Arts, Sciences, and Engineering and the Fletcher School and also by the provost's office. We carried the survey out with the help of two graduate students from the Child Study and Human Development Department and we also designed the survey ourselves with a little bit of help from a consultant, and the analysis was carried out by our graduate students and also by us and lots of help from OIRE. So we want to thank Dawn Terkla and the people at OIRE for that as well.

We had an approximate thirty-three percent response rate and the survey was sent to all full-time and part-time faculty, staff, and graduate students, and a few undergrads who were REAL students, returning students, who might be likely to have dependent care needs. All of these people on the Medford campus. So it was people in the central administration and also people who were in all of the schools in Medford.

The only demographic category that's over-represented in the people who responded is women. You'll see why when you look at the results.

Okay, key findings. We are facing some key challenges in this area. When I say that, I mean cost, and let me explain why that is. Child care in the Boston area is extremely expensive. It's probably the most expensive child care market in the country, and if it's not the top one, it's in the top three for sure. What it means that it's expensive is that The Department of Health and Human Services considers child care “affordable,” if it
costs ten percent or less of household income. That's affordable child care. Those of you who have children who are all grown up you might be thinking, “Oh, that's possible.” But, in Boston child care is not affordable because the median cost of child care is nineteen percent of family income for those who have children ages four through eight, and twenty-nine percent for those with children under age four. It wasn't like that twenty-five years ago or thirty years ago.

Full-time infant care in the Boston area costs $25,000 to $35,000 per year. So a family's income would have to exceed $131,000 to meet the median mark in this area. That's a lot of money, and you cannot take out a student loan to pay for this, and your infant can't get a part-time job to help defray the cost.

When we look at the amount of household income that people in our community actually have, forty-five percent of survey responders have household incomes under $100,000 which is well below the median mark in terms of how much it costs. And sixty-eight percent of responders reported that finding affordable child care was difficult. I'm surprised it's only sixty-eight percent.

The second challenge that we face is that Tufts offers no onsite infant and toddler care in Medford and Somerville. Okay, there are implications for retention, career development, and carrying out the university mission in the responses that we received.

First of all, caring for students and adults -- I should also specify, when we say dependent care, we mean caring for children under twelve and caring for adults. That doesn't just mean elders. It also means caring for, for example, a disabled spouse or a sibling or any other adult who you have to care for. So caring for children and adults impacts professional development for students, faculty, and staff.

All of those groups reported that because of their dependent care responsibilities they had to limit networking and networking related activities. That means going to conferences. That means going to events in other institutions where you make professional connections that can help you write a grant. That means a lot of really important things are missed out because of this. People reported limiting travel. That also means not going to conferences and not going to work with other colleagues who can help you develop your career. They also cut back on the professional aspirations. That meant they didn't go up for a promotion, or if you're a graduate student responding to this, you had decided that you didn't want to go on to an academic career, something like that. In other words, these are the kinds of things that make people drop out of graduate programs.

Faculty, staff, and students with caring responsibilities lose significant amounts of work time because of conflicts between work duties and care giving. That means that they cancel class. They can't go to work at all. They miss half a day of work. They also have interrupted work days in varying numbers because of this. These are kinds of costs that we can measure and look at how much it's costing us as individuals who can't
do our jobs, and we can look at how much it's costing the institution when jobs don't get done because people cannot come to work.

This to me was one of the most shocking findings. More than twenty-five percent of faculty, staff, and student responders with children under twelve, and also fifteen percent of staff and faculty caring for adults have considered leaving the university because of conflicts between care giving and work. This has some really important implications for retention. If people are so stressed out and are unable to figure out how they're going to make it work in their lives and keep working here, they are not going to stay working here. We don't have a way to tell how many people have already left because of this reason because we haven't done exit interviews. But we should try to take that into account when we're thinking about what's actually happening and not just what people have said they're feeling like.

While the issues are affecting a significant number of men, and I would also want to add, a growing number of men, because we're seeing a big generational shift here in how men are taking part in dependent care much more than they used to. At the moment, the burdens of child care are disproportionately affecting women, and I think we should take a minute to look at this graph. Respondents reported that because of conflicts between work/school duties and child or adult care responsibilities, have you considered leaving Tufts? Thirty-two percent of women said yes and sixteen of men said yes. Have you cut back on or delayed your professional aspirations or activities? Eighty-two percent of women said yes and sixty percent of men said yes. Have you refused or decided not to work towards a promotion? Forty-seven percent of women said yes, ten percent of men said yes. Have you refused or limited your work-related travel? Eighty-one percent of women yes, sixty-one percent of men yes. This is a really big gender problem. A really big problem. And we need to look at this in my opinion.

There's also a greater strain on faculty of color. Faculty members of color were more likely than white faculty members to report that they had decided not to work towards a promotion. Thirty-three percent versus seventeen percent due to child care conflicts. Faculty members of color were also more likely than white faculty members to have adult care responsibilities. Twenty-three percent versus fourteen percent. And they were more likely to report that they did not pursue a promotion as a result of these responsibilities. Forty percent versus ten percent. So this is talking about, in the faculty context, are you going to go up for promotion to full professor, yes or no? People are saying that they're not able to do it because of these responsibilities that they have. This is a really big problem in terms of racial and ethnic diversity.

Recommendations based on this. First, we divided our recommendations in to short-term and medium-term and long-term recommendations. I want to start talking about just some of the key short-term low cost solutions for child care and elder care challenges. First of all, we recommend that human resources designate a dependent care specialist who can start treating dependent care, you know, as a thing. We only started talking about work/life as a thing at this university in the last five years. We need to start
thinking about dependent care as a thing that we have to deal with. One way to do that would be through human resources.

Another thing that was really clear from the report was that while there are actually quite a lot of resources that we have that nobody knows about. So one of the important things that we need to do is to leverage the stuff that we already have by raising awareness of existing services.

Also, there was in the survey a fair amount of unhappiness with the performance of some of our existing vendors. So we suggest that the university review the performance of existing vendors and push the vendors to improve their services or find new vendors. One of the vendors that we urge some review of is that we urge the university to revisit the nature of the Bright Horizons child care center contract. There's a lot more to say about that. A lot of it's in the report if we want to talk about it in a little bit. But one of the other points here is that that contract will expire in 2019 and we would like to see a plan in place for when that happens instead of there being sort of an “Oh, my God, what are we going to do next” moment. It's expiring really soon. I am not suggesting that that means we need to end the contract with Bright Horizons. If it's doing a good job then let's keep it, but we need to have a plan in place so that we're not caught off guard, and that parents and other family members will know what to expect a year in advance before the current contract ends. Know what they're going to get when they sign a contract.

We also recommend that the university negotiate agreements with area child care vendors to give Tufts affiliates discounts and/or priority access, in the same way the university does with vendors for other services. For example, Verizon.

Now, I'd like to go on to some key medium and long-term recommendations for child care specifically. We'll talk about adult care in a minute. So these are medium and long-term. Some of these are big. First of all, we recommend the university expand Tufts affiliated summer vacations and school holiday offerings for school-age. Those of you who lived through vacation week last week will know why that's a very important thing.

We also recommend the development of the provision of on campus infant care to toddler care. We really need this. We also recommend implementing sliding scale tuition for onsite child care for low income employees and students who are the most likely, you know, not to be able to afford it at all and/or portable child care subsidies or scholarships for families with under $125,000 household incomes. How are we going to pay for any of this? We would have to look for some outside money to pay for it. So we recommend that the university make fundraising for dependent care a priority in the current campaign.

We would also like to suggest some key medium-term recommendations for adult care. First of all, people who are dealing with adult care issues say that they need a lot of
support and advice. It's very hard to come up with solutions onsite to solve people's problems. In a sense that, while you can have a child care center to take care of children, it's very difficult to think about having an adult care center especially when people's elders or anyone else that they care for don't necessarily live here.

So the solutions that we're focusing on are ways to get people advice and the help that they need, whether the adults that they care for are local or far away. So we recommend access to professionals who can advise on local and long distance adult care concerns, such as support and family living, and also giving advice on matters including healthcare, Medicare enrollment, housing, finances, and other kinds of things that people deal with adults are aging, for example.

We also recommend that we make available support for care givers who are very often completely burned out and having a really hard time moving forward with their lives. We recommend that there be support for care givers in terms of legal issues, social, and mental health support systems.

What I'm going to add here is a little bit different from what you might see in the document that I sent out, is that our report was really focusing on what the certain findings themselves were, but we also want to say that it's very important to look at our survey findings in comparison with our peer institutions because we might say, “Oh, I could imagine somebody reading what we said. But how could anybody possibly do all of those things that you just said?” Well, the fact is, as you will see momentarily, our peers are doing this. We are not on par with our peers in this area.

I should start by saying, however, that Tufts has made some progress since 2012. If we look at what we're doing now compared to what was going on at the time of the task force report of 2012. One of the things that we have added in terms of dependent care is that we've got a service now called Care.com back up care for children and adults. I know that many of you don't know about it because that's what you said in the survey. But this is a really important backup care service where you can have someone come to your home to take care of your kid if the kid is sick or if your regular care falls through. They do not care for everyday purposes. This is care when your regular care falls through. It's a really important thing so that people can go to work if there is a child care crisis or an adult care problem that involves something in the last minute.

It's great that we have this. It brings us in line with our peers in providing access to a backup care program. One thing that I would like to point out though is that many of our peers subsidize the care. At the moment the service that we carry costs fifteen or sixteen dollars an hour with a four-hour minimum and that means if you work an eight-hour day you're talking about, you know, with travel time, one hundred and fifty dollars for one day of care. That puts it out of reach of low income people for sure. It's also not going to be available for grad students. So these are the reasons why many peers subsidize the care. So on the other hand, we still do have access to this, which is a great thing.
The important ways in which Tufts is still lagging behind peer institutions in dependent care are the following ways. Number one, as I've mentioned, is onsite infant and toddler care. Another is financial support for toddler care. Then there is also a whole list of extended supports for adult care.

I'm going to talk primarily here about onsite infant care and toddler care and financial support for child care because these are the big ticket items. Tufts does not support infant and toddler care while most of our peers do. People in the back probably can't see this. So the table shows ages of care provided in centers that are subsidized or run by the university. So this means onsite centers that are run by the university, but it also is talking about centers that the university gives subsidies to in order to decrease the number of slots that are available to people in the university community. They're not run by the university. So what you can see here is that Tufts does not have any infant care or toddler care. We have preschool care only at Eliot Pearson and also at the Bright Horizon Center.

Boston College doesn't have anything for infants or toddlers either. Georgetown doesn't have anything for infants. Boston University doesn't have anything for infants. Northeastern doesn't -- everybody else has both. That is the main reason why -- I don't know anyone whose child is born a three-year-old.

So these are really important for how you get the care that you need in order to go to work. Then we can break this down into looking further at the number of onsite child care slots at peer and Boston area institutions. So where we are here in the top is Tufts. We have no infants and toddlers. We have eighty-eight preschool slots. That includes thirty at Eliot Pearson and fifty-eight at Bright Horizons at Teele Square. As you can see, Brown doesn't have any daycare onsite, but they subsidize other centers nearby and have invested a lot of money in expanding infant/toddler care at the YMCA nearby. Those are things that are possible to do.

Anyway, this is basically a pattern. The difference here is that what we're seeing is there are arrangements that universities have made that don't do onsite care, and this is just onsite care. So we're really looking at the direction that our peers are moving and it is towards providing onsite care because that what works for a lot of people and that is something that an institution can do as a simple response.

Competitor institutions also provide a wide variety of financial subsidies for child care. Well, Tufts doesn't provide any at all. So some of the forms that that can take would be a subsidy to each family for the care of their choice. That would be something like the portable childcare scholarship. You can take it and use it wherever you wanted. Another method is a subsidy to families if they are using one of the university child care centers. That's the second column. Then the last is subsidized child care center operations. So the university provides subsidy to child care centers so that they can provide service. So you can see that not every institution is doing every one of them, but
many of them are doing more than one, and almost everybody is doing something except for us.

The upshot of all of this is that we're not measuring up to our peers and this is decreasing Tufts competitiveness in the areas of recruitment. Because when we have somebody who's interested in working here they will ask, “Do you have child care?” and we'll say, “No, we don't have anything for child care.” That probably isn't going to be the only reason that they won't come, but it could certainly be an issue that -- it's going to be a decision making factor.

It also affects retention. If you can't get your job done, you can't get tenure because the supports are absent, that's a problem. If you can't get your child in care then you can't do your research. It also has effects in terms of development of faculty careers. It also has problems and issues around diversity, especially with regard to gender.

I just sort of want to end with that because when we look at why it is that all of these universities are doing these things, it's because they've already done surveys like the one that we did and everybody in academia knows that the only way you're going to help get a level playing field for women is if you support these things. Everybody knows that. We need to acknowledge this fact as well. That's why it is purposely done as a gender equity thing. And we need to think about it in those terms as well. Okay. I would kindly take questions. You can talk to any member of the committee about it. At this point, I'm happy to take questions about the report if there are issues that you'd like to discuss.

PROFESSOR POTT: Martha Pott, child study and human development. I just wanted to comment on the chart that showed preschool care on the Tufts campus at the Eliot Pearson School. That's really not daycare. We think it's an exemplary program, but it's a school, and it has the same hours as other preschools, and also observes the holidays and vacations that the school system does. There are alternate programs but they cost more during school vacation weeks and the summer. So I just wanted to clarify that.

PROFESSOR REMICK: Right. So this is a discussion we often have on the committee. Like does Eliot Pearson count as sort of child care or not? It is not full-time care. It's not nearly 365 day coverage. It works best for people who have a stay-at-home spouse or a spouse who's working part-time or somebody who has backup systems available, which many of us do not. Because among other things that we found in the survey most of us don't live near family who might help with child care, but then who also might need care from us when they're older.

PROFESSOR CRONIN-GOLOMB: Mark Cronin-Golomb. I think I saw in your write-up that there are some unfilled spots in the Bright Horizon Center. When my kids went to the Tufts Educational Daycare Center all the spots were filled. Maybe you could let us know a little bit about what's happening there.
PROFESSOR REMICK: Sure. That's true. When the center was Tufts Educational Daycare Center it was always completely full and there was always a waiting list a mile long. So what's happened since then is that currently there are eighty slots at the center for children in four different classrooms. Only sixty children are currently at the center. Of those sixty children who are currently at the center, only fourteen of them are affiliated with Tufts. So this raises a lot of interesting questions about why people at Tufts are choosing to not send their children there and why it is that other people are also not choosing to send their children there. People in this room have worked very hard to try to make sure that as much of the curriculum and culture of TEDCC has lived on, but there are certain aspects of the center being run by Bright Horizons, if the relationship is a corporate one and Bright Horizons runs it in sort of a Bright Horizons way, that has made it impossible to continue many of those things.

I can talk about it in a lot more detail if you want, but the quality of care, we think, is higher than what you see at an ordinary Bright Horizon Center. But another difficulty here is that people don't have any way to find that out because due to the nature of the landlord/tenant relationship in the contract, Bright Horizons is not allowed to tell people at Tufts that this center has anything at all to do with Tufts. So let me show you an example of this. This ad just ran in the Tufts Daily yesterday and today. Bright Horizons at Teele Square now enrolling preschool and kindergarten. Open house March 5th, please go and check it out. It doesn't say anywhere on here that it has anything at all to do with Tufts. It doesn't say that Tufts people have priority access. Which is true. We don't get any sort of a price break for sending our children here, but we do get priority access. But we can't say that because the legal department says that they won't allow another company to use the Tufts name and logo for anything. So the closest that we have on here that has anything to do with Tufts is “located in the TAB building.” That's it. So the center has not been allowed to put anything about the open house in Tufts announcements. It hasn't been allowed to put anything in the Tufts Now. So the nature of the contract is really (inaudible). If we consider that preschool costs about $25,000 a year in tuition and Bright Horizons has twenty empty spots this year, that's $25,000 times twenty spots equals a lot of red ink. And I don't know how much longer they will want to keep that up.

PROFESSOR LANTAGNE: Thank you, Elizabeth. As you can probably tell, I'm in the middle of all of this right now. I started a tenure-track at Tufts when my son was six weeks old. When I had applied to Tufts and got accepted I came from MIT, Harvard and (inaudible). So I called Tufts and said, “Hey, what's your infant care program?” All five institutions I worked at before provided onsite infant care with priority for tenure-track faculty. I was told, not for nothing, to come in to TEDCC when you're two years and nine months. I'll say to humanize the report a little bit, currently I pay $25,000 a year at TEDCC for my son to go to preschool. I will pay $35,000 when my daughter is born. That's $60,000 a year for care for my children in Somerville. That is the vast majority of my take-home income. My husband's salary supports us. We are lucky we are a two-parent family with both of us having good jobs. I'll also add the cost is the
cost. That's what the cost is in Boston. I kind of accept that because I enjoy Boston, I love Tufts, and I love being here. The bigger issue to me is it's not just about the cost as about the priority access. To get an infant spot in Boston you need to register, get on the list when you're three months pregnant. The wait lists are nine to ten months long. I'm currently on two committees recruiting new faculty. One of the committees our top choice is a woman who happens to have kids the exact same ages I do. She is interviewing while she's pregnant. I don't know what to tell her about how, if she comes to Tufts, to get infant care in September because she's too late to get on the wait list and Tufts doesn't have anything that will give her priority. I think this will be a huge thing about her decision about whether or not she'll come to Tufts. So to me it's a matter of cost and priority access, and I think we're well behind every institution I've worked at before Tufts in offering that.

I also want to say I'm super lucky. I'm a tenure-track professor. I have a very good salary. I have a super supportive husband with a very good salary. I don't have grandparents. My husband and I both moved out for school. We don't have any family around. And I also have a super supportive department. My hours are 9:00 to 4:45. Everyone knows I leave at 4:45 to pick up at daycare. And I work at night. You will always get emails from me at 10:00 at night after my son goes to bed. But everyone in my department is super supportive of that. I don't know how I would manage having two kids in the Boston area if I didn't have that. I feel very lucky. I don't know how a staff person at Tufts can have kids. So that's mostly what I wanted to say is just to humanize this report a bit. This is a tough situation. For most assistant professors, who I think are a little nervous about speaking at faculty meetings, for a lot of women, and I think that we need to think about what we're going to do.

I'll add a few things. I interviewed at Eliot Pearson. I asked if I could send my son there when they closed TEDCC and hinged to Bright Horizons. They give eighteen weeks of vacation after six hours of care a day. That's not the job of a tenure-track professor. I didn't negotiate eighteen weeks of vacation. I should have maybe, but I didn't. So I don't consider Eliot Pearson care for full-time faculty. I want to add about Care.com. We have used the Care.com backup service. What Tufts has is they have the second tier service so they don't guarantee they can get you somebody. So if you call at 8:00 a.m. -- I've used it twice and I pay $18 an hour, not $16, maybe I'm getting charged a different rate. But they couldn't get somebody to me until one. So I lost most of the day anyway. We actually as a family have decided to pay the family fee, which is $500 a year, to Care.com backup, which means if I call by 6:30 they guarantee someone's at my house at 8:30 so I can be to work at nine. So that might be something -- oh, sorry. The last thing I'll say is one of the things I feel about TEDCC there's a lot of anger in the community on Somerville moms in Somerville. There are a lot of people who are upset. There's a lot of anger in the community about the transition. There are a lot of people who aren't sending their kids because of that. So it's not just within Tufts, it's within the community of Somerville and Medford as well. Thank you for allowing me to speak.
PROFESSOR REMICK: Thank you very much. This kind of information is really important, and at the same time I think what we also need to do is when we look at the survey responses -- I didn't include any of the verbatim comments that people gave. Everybody has a story and some of the stories are things like this: “Ah, those child bearing days are behind me;” “You cannot possibly imagine how tough it was to have two small children while going through tenure with very little support from anyone.” The implications on research productivity which in turn lead to lower salary raises and delayed promotion is very sad: “I wake up every day and wonder how I became one of the sad statistics for women in science and engineering.” There are a lot of responses like that.

We're all looking at this as an individual problem: How did I fail? Where did I go wrong? Why couldn't I make this work? The reason that we can't make it work is because it is not only our problem, this is a problem that needs to be resolved with some public goods.

PROFESSOR GROSSMAN: Barbara Grossman, drama. I just want to thank you for doing this because what you said resonates so deeply I think for many of us. I'm a full professor, I clawed my way to the top with three children, but luckily I have a husband who's supportive with a salary that we could afford child care fairly easily in the area, but still the implications for research, and travel, and networking, were and are profound. Now, actually as a grandmother, I'm feeling similar pulls because I'm providing child care for my grandkids sometimes. But I think for you to have provided the data, done the research, and shown us that we're not alone, this is a problem that impacts so many people. Just thank you and kudos.

(Applause)

PROFESSOR PENVENNE: Jeanne Penvenne, history department. I would actually like to propose a three-part motion and welcome your assistance in crafting it into proper "Roberts Rules of Order."

I move that: the faculty of arts, sciences and engineering endorse the Work/Life Committee Report's finding that lack of dependent care supports is a serious problem that needs to be addressed. Part one.

Part two. The faculty request that the central administration respond to the findings of the Work/Life Committee's report and that its response be shared with the committee and the AS&E faculty during spring semester 2016.

Part three. The faculty request a progress report from the central administration by September 2016 to be shared with the Work/Life Committee and the AS&E faculty.

UNKNOWN FACULTY MEMBER: So second.

PROFESSOR REMICK: I don't know if we can vote on anything today, but we also
might want to discuss it.

UNKNOWN FACULTY MEMBER: We can vote on it if people are ready to vote on it and second it. I mean, we have other votes coming up.

PROVOST HARRIS: David Harris, provost. Thanks, Elizabeth. So just a quick -- thank you for the hard work that you and your committee have done. Julien Carter and I co-chair the Work/Life Committee. Julien Carter is the VP for HR. As some of you will be able to recall, a year and a half ago, there was a resolution around the time of the Bright Horizons daycare center that we create a university-wide Work/Life Committee to look at -- I think we changed it from child care and broadened it to dependent care.

I think it's working very effectively. I think it's the right way to go in a sense that instead of having things flare up and having no way for us to deal with them, we actually have a process that we're working through. So we met with Amahl and with Elizabeth and the committee and reviewed these results. We then took it to the university-wide group, shared those results with the university-wide group, and are working, Julien is now getting back to them on each of these. If I understand, what are the things that we actually already have that people don't know. What are the things that we can do with our existing providers. And trying to get a sense of what are the costs of doing those things that we don't have. I think everyone agrees that this is a major issue. We're just trying to figure out in working with the faculty on what are those next steps, what are the costs of these things. So we've said we're going to get back to them later this semester. And that's in part because depending what we learn that will tell us what we do about the rest of this university. We've done the survey only in Medford at this point. So we agreed with the group that before we launch it in Grafton and launch it in Boston, it's really important for us to have a sense of other things that we need to know that aren't in this survey. So we launch it when it's most effective. So Jeanne, in sympathy or support of your proposal, we've agreed that we're going to be getting back later this semester.

PROFESSOR WINN: Call the question.

PROFESSOR HABER: Well, there's a motion on the floor. Mark, how do we --

MARK DEVOTO: It would be an order to vote on this motion if we have a two-thirds consent of the body because it amounts to creating a special order for the day.

PROFESSOR HABER: So we need two-thirds to approve the motion or to vote on it?

MARK DEVOTO: Two-thirds to vote on it.

PROFESSOR HABER: So I move that we vote on this motion.

MARK DEVOTO: Someone else needs to move it.
UNKNOWN FACULTY MEMBER: Second.

MARK DEVOTO: That's not debatable so....

PROFESSOR HABER: So if you're in favor of voting raise your hands. Opposed? Abstentions? We vote on the motion.

MARK DEVOTO: Majority vote.

PROFESSOR HABER: Majority vote. The motion already has a second. Somebody called the question. In favor of the motion? Opposed? Abstained? The motion carries. (Applause)

DISCUSSION AND VOTE ON INDIGENOUS PEOPLES’ DAY

PROFESSOR HABER: Thank you so much, Elizabeth. Our next matter is the discussion and vote on Indigenous Peoples’ Day. I am making a motion, if that is okay, with support from two students from the TCU Senate who have done a tremendous amount of work on this and are going to present supporting materials. That's Parker Breza and Benya Kraus who are moving to the front now. The motion will be resolved that the holiday currently known as “Columbus Day” be changed to “Indigenous Peoples' Day” on all AS&E calendars beginning with the 2016-2017 academic year. It is recommended that the other schools at Tufts University adopt the same change on their calendars.

PARKER BREZA: Thank you so much. So my name is Parker Breza. I'm a first-year here at Tufts, and I'm from Minnesota.

BENYA KRAUS: I'm Benya Kraus; I'm a sophomore here at Tufts. We're both on the TCU Senate. And my home is between Bangkok, Thailand and Livingston, New Jersey.

PARKER BREZA: So we just wanted to briefly tell you a little bit about how Benya and I got involved in this issue. So like I said, I'm from Minnesota and my dad is Mdewakanton Sioux. Growing up near the reservation we always saw the stark differences between reservation life and the life outside of the reservation and the stark inequality that existed between the two spaces. So when I got to Tufts and saw that we were celebrating Columbus Day instead of Indigenous Peoples' Day it was just like something there that was just not right for me. Just because I see the present day impression that continues to face Indigenous peoples and that's kind of a personal issue for me. So that's how I got involved in this.

BENYA KRAUS: Having lived in Southeast Asia for most of my life you can definitely still see the legacy of colonialism that is there. And that's what it's called, it's called
“Colonialism.” When I moved to the United States and now here, I realized that we don't call it necessarily colonialism here. At least that's not what I was taught in elementary school. In fact, I entered an essay contest talking about how great Christopher Columbus is in the third grade. I placed second. But from that experience of what I learned in elementary school to now, what I experienced having lived in Thailand, having lived in Southeast Asia and now here, with the education that I do partake in here, it doesn't line up to me. And I think that not calling it colonialism, not calling it for what it is, it hurts us, and we're part of that and we're part of that pain of lost narratives and narratives that they refuse to hear. So that's why this day and fighting for this day is super important to me.

PARKER BREZA: So this year we've done quite a bit of work. Benya and I were not involved in this initiative last year. So we completely started fresh this year. Thus far, we've had more than fifty student organizations sign on in support of Indigenous Peoples' Day. This is the first time that on this campus Tufts Hillel and Students for Justice in Palestine have signed on to an initiative together. We also have groups ranging from Amnesty International to Tufts Debate to acapella groups and a variety of different groups in between. We've also had more than 1,200 signatures, which is 100 more signatures than Brown University had when they passed this initiative there. That's eighty percent undergraduate students, seven percent graduate students, and a variety of other Tufts alumni, parents, faculty, and staff. We've also partnered with the United American Indians of New England which is a group here in New England, specifically based in Cambridge, which works on Native American issues here in the Northeast.

We've had more than sixty faculty and staff sign on as of today. You may have noticed in the Tufts Daily a copy of that letter was published as well as the names of sixty faculty and staff who signed on in support, some of them are probably here in this room. Thank you so much. We've done quite a bit of coalition work around this issue. So we've had a variety of different photo campaigns including one, #notinmyname, for Italian Americans who don't believe that Columbus Day represents them.

We've also had an article published in The Observer by none other than Benya, as well as two articles published in The Daily and an official endorsement of this change by the Tufts Daily as well.

We realize that in this room today you all only control one calendar, but we've begun talks with students at all of the different schools at Tufts University including the graduate schools, and we're in conversations with student leaders there about why this change is important to them. We've gotten much support from them as well about working on this change on their campuses as well.

We've also met with the Executive Committee to be here with you all today and also to receive some feedback about why this vote didn't pass last year and to make those necessary changes for this year.
So you'll notice that we passed not one, but two, TCU Senate resolutions this year. The first asking for the change to be made on all Tufts University calendars, and the second recognizing the modern day oppression that Indigenous peoples continue to face and why this needs to be explicitly made clear and why Indigenous Peoples' Day is so important.

BENYA KRAUS: The statistics really speak for themselves. It's very clear that the oppression of Indigenous peoples is not something that happened in history and we're over. We are experiencing the current day oppression of Indigenous peoples to this day. And we see that in an annual report, at least for educationally, that roughly fifty-one percent, only fifty-one percent of Native American students in the Class of 2010 earned a high school diploma, which is a decline from the peak of fifty-four percent in 2008.

We also see that according to a study conducted by the Center on Juvenile and Criminal Justice, Native Americans comprised 1.9 percent of all police killings, although they only make up 0.8 percent of the U.S. population. This makes Native Americans the racial group most likely to be killed by law enforcement.

PARKER BREZA: So clearly, there are still some stark inequalities that exist here in the United States based on that history of oppression that continues to this day.

So in our resolution, the TCU recognized that this change was an active decision that our institution can make. It's just the academic conscious of Tufts University to one that starts to acknowledge this history and its connection to modern day oppression.

TCU Senate also urged Tufts University to acknowledge its responsibility and culpability in perpetuating some of these modern day oppressions. It's important to recognize that right now we do sit on indigenous land and that our occupation here does continue to aid in this oppression to this day.

BENYA KRAUS: Also, we just also want to end with thanking the faculty members who have signed on in support of the faculty letter that was generated. It really means a lot to have faculty and students working together on this. In light of that, we'd like to read just a few sentences from the faculty letter that has been generated. So thank you so much Professor Hooley for writing this and to the entire faculty who have signed on saying that, "Changing the name is not only about pronouncing this history as an opportunity to reorganize ourselves in the present. We write in solidarity with student organizers who in petitioning for this change inspired intellectual debate and growth on our campus. By changing the name we can support the efforts of our students and continue to imagine how we can be organized better with a greater consciousness of the university's complicity and in settler colonialism and toward the fostering of indigenous life and thought on and beyond our university. In asking our colleagues to vote on February 24th to change Columbus Day to Indigenous Peoples' Day we see an opportunity to harness one of Tufts' strengths, its commitment to critical thinking and
conscious. Changing the name is an occasion to confront interlocking systems of domination, their history of colonialism and slavery to the unhuman resource distributions that produce indebted poverty and shorter life spans today. It is also an opportunity to find new ways at Tufts to celebrate the flourishing conditions of indigenous life and thought in the Americas. Those stories of resistance and invention that the legacies of Columbus have never succeeded in erasing.”

With that, we hope that all of you as well will join us, the 1,200 students, faculty, administration, and alumni in supporting this de-colonial act. We hope that together we can assure that Tufts University’s an institution and a community that is committed to critical thought and civic engagement, that is brave enough to draw the connections from history to today, and strong enough to honor and celebrate and stand for the resistance and dignity of Indigenous peoples. Thank you so much.

(Applause)

PROFESSOR HABER: Benya and Parker will take any questions you may have for them and then they will be excused, and further discussion, and we will vote on the proposal. So questions for Parker and Benya?

PROFESSOR ROBINSON: So I thank you all for the effort. What I don't see is Indigenous people. I don't hear a demand for education. I don't -- so what bothers me about this, which is why I'm not “rah, rah, rah, this is it,” is to me, for this to be something more than just symbolic. We need to start talking in serious ways about admissions, about faculty representation, and it would have been nice if you had gotten somebody from that one group you mentioned to come here and give them an opportunity to speak as well if they wanted to. So this to me is sort of like fraying in a particular discourse that sounds like it doesn't give ways to the people we think we're supporting. I say this as somebody who not only in my own family. I was born and segregated in New Orleans. My mother's older sister married an Indigenous man. When they first got married she lived on the reservation. They decided that life there was so horrible that living in Jim Crow New Orleans was better. So the nice words that you say are (inaudible) of the people we're talking about.

So the one suggestion I would like to make to students as you continue to work on this, and also the faculty who signed on, is for us to figure out how we move from the symbolic statement that makes us feel good to the source of actions that we can actually change those statistics that you give.

PARKER BENZA: Yes, I think just to respond. We're in complete agreement. We wish that there were more native voices on this campus. We wish that there were better opportunities. This is only one step and we acknowledge that. We think that it's an important first step to take, and it's one that this body right here can take. It's important to know that this body can allocate funding. We can't affect admissions within this body necessarily. So what this body can do is acknowledge the history and how it is contributing to modern day oppression by celebrating Indigenous Peoples’ Day. Just to
talk a little bit, Mahtowin Munroe, who's the leader of United American Indians of New England is actually working today so she wasn't able to be with us. But what she says is that Indigenous Peoples' Day is so important because she has two daughters and those two daughters had to grow up hearing about the history of Columbus Day, celebrating Columbus Day in their public schools, and that takes a toll on Native American people. To constantly be reminded about the legacy of colonialism and explicit racism; it's important to note that Native American youth have some of the highest suicide rates, and that's in no small favor to the explicit racism that we encounter every single day all around us. By honoring Columbus Day we actually are contributing to the harm against Indigenous peoples in a very physical way. So we acknowledge this is one step. It's a first step. And Benya and I, as well as the other student organizers, are committed to making sure that this is only one step. So if you vote in favor of this today, you can be assured that this is not the end.

BENYA KRAUS: And also just to add in terms of changes happening here on campus, I think just this movement so far has sparked a greater dialogue surrounding Indigenous people. I think a change that this movement has taken from last year is that we really tried to incorporate Indigenous voices in the articles that we're writing. You'll notice in the first resolution we passed a key change was incorporating way more Indigenous voices and quotes in to the text that we're sending out. A lot of other students aside just from the office of this resolution had the writing, articles, editorials, in The Daily and Post Script. I think it's really sparked a change in how we think about Indigenous people and how we think about the holiday that we celebrate called Columbus Day and why we shouldn't be celebrating that and that's something that we should be questioning. I also know there's going to be an “Intro to Indigenous Studies” course next year, which I know I'm super excited to take, and I think more dialogue around that will make other people more excited to take it as well.

PROFESSOR LOWE: I just want to thank you for an eloquent and moving presentation. The language I completely agree. I observed it myself, the way in which your organization and your reaching out to various segments of the community, faculty, staff, and students has really created an effective dialogue. So thank you very much.

PROFESSOR WINN: I also want to thank you and acknowledge your eloquence. My fear is that what you've accomplished, and I share this with Pearl, can become purely symbolic renaming, what would disappear into a long fall weekend. I would hope and I still hope that rather than something that changes the name on the calendar but not the way in which you behave that weekend, that your committee, the faculty involved, the senate as well, would organize for that day a massive teaching that would become a regular affair, which would indeed focus on Indigenous people and I support the notion Indigenous peoples rather than Native Americans of New England because that broadens the area of concern to Indigenous peoples throughout this country, throughout other countries, and throughout the world. All of whom are in danger or suffer from racial and other kinds of prejudices. So I think this is an important first step, and I'll vote for
it, also it's the right thing to do, and because there is an absent dearth and focus on Indigenous peoples in Tufts on this campus in our careers and in general in our lives here. But in doing so, I would urge you to go that further step and to, in fact, make this a time of reflection, not just time off with a new label.

BENYA KRAUS: Actually, in the resolution, the first resolution that was passed, there is a line stating that there will be programming on this day. But we purposely kept the language a little bit vague so that it wasn't a talk down approach of what that program would look like, but rather a grass roots dialogue on how we want to see that happen. So that dialogue would be including the United American Indians of New England, but not just that organization as well. Indigenous students here on campus, appropriate academic departments, as well as any person who has a connection to this Indigenous culture that would like to be part of that. We are in the process right now of trying to actually create our own little celebration Indigenous Peoples' Day should this resolution be passed that would bring Indigenous voices to campus to speak on their experiences, also share their culture, and allow us an opportunity to celebrate that together.

PROFESSOR HABER: What I think we're going to have to do is call it there. So thank you very much.

PROFESSOR AMMONS: I'm Liz Ammons in the English department. I understand what Pearl and Peter are saying, and of course we need to follow through with action. But I also want to say symbols are really important and they are potent. We all know if we see a swastika smeared somewhere that that is damaging, destructive, hurtful. If we see a racist epithet written, if we see the symbol for the Cleveland Indians, we know that is destructive and painful. We need to start by changing the symbol and recognizing that Columbus is a symbol of genocide, of land theft, and of colonial exploitation and domination that does continue to this day. We need to get rid of that symbol and start with a different symbol that opens our minds to learn more. (Applause)

PROFESSOR HABER: Does anyone want to call the question? We do have another item on the agenda.

PROFESSOR DHINGRA: I'll be really brief. So this is connecting the previous conversation about family work balance and this conversation. Thinking about personal life and professional life. So I have kids and every year we have Columbus Day and then the vacation, and I talk to them about Columbus. It's a whole this and that. Having Tufts recognize Indigenous Peoples' Day gives me another way of talking to them against this dominant narrative in ways that you articulated in faculty letters. I think that helps us move from professional to personal in ways that the public has yet to catch on to.

PROFESSOR HABER: Thank you. The question has been called. Do I hear a second?
UNKNOWN SPEAKER: Second.

PROFESSOR HABER: All those in favor raise your hand. All those opposed? Abstained? The motion carries.

DISCUSSION AND VOTE ON EPC PROPOSAL: DELAY GRADE ACCESS TO ENCOURAGE EVALUATIONS

PROFESSOR HABER: Our final item is the discussion and vote on EPC proposal to delay grade access to encourage evaluations, and the speaker is Anne Mahoney.

PROFESSOR MAHONEY: Thank you, Judith. I'm Anne Mahoney, Department of Classics and chair of the Educational Policy Committee. This is your pallet cleanser for the afternoon. EPC proposes that students who fill in all their course evaluations should get to see their grades right away like they do now, and students who don't fill in all their course evaluations should not get to see their grades until one day after, one business day after, our deadline for filing those grades. Other schools have done similar things and found that it works well. Students take this as an incentive. It may take them a semester or so to catch on, but they take it as an incentive. Oh, I'm dying to know how I did in my classes. Clearly, I must fill in my evaluations in order to get the information. Of course there are other channels for getting this information. They can ask us. If somebody comes to me and says, “How did I do in your class?” I'm not going to say, “Did you fill in your evaluation?” But for the most part, by and large, for most students under most circumstances at most other schools this seems to work. Since we're concerned about improving response rates for online course evaluations, EPC figured this would be a useful thing to do. Questions, comments?

PROFESSOR JOHNSON: Vida Johnson, German, Russian, Asian. I'm in favor of all of this, but as the faculty votes I want them to think about the fact that this is putting additional pressure on us to get our grades in as soon as possible and not wait until the last day the grades are due. That's going to be a factor.

PROFESSOR MAHONEY: This is a good thing, right?

PROFESSOR RUANE: I have a question. Kim Ruane from the math department. How much does it raise the response rate? Is it something like from thirty-three to fifty or is it more like fifty to eighty?

PROFESSOR MAHONEY: Well, right now we're in the neighborhood of sixty-some-odd -- Dean Bauer has figures. I don't see her here. Right now we're in the neighborhood of sixty-some-odd. We would be very happy if we could raise it to seventy-some-odd.

PROFESSOR RUANE: I was just curious because I feel like when I look at them now I think the response rate is really bad. It's depressing for young faculty who are about
to have their teaching evaluated at some point relying on this information. It's really very upsetting. I hope this does something. I don't know that it's the right solution, but it's really bad.

PROFESSOR MAHONEY: If you have better solutions to propose or further solutions or additional solutions, let me know. EPC would love to hear it.

PROFESSOR SENELICK: Laurence Senelick, drama. Until I read this I wasn't aware that you were soliciting information only from classes about four students. I teach a lot of directed studies and some very small enrollment classes and I would like to know what they think of my teaching.

PROFESSOR MAHONEY: Yes, me too, but this is the policy. I'm in much the same position.

PROFESSOR JOHNSON: Departments have paper evaluations. They do that.

PROFESSOR COUCH: As a point of order, I just wanted to point out that the Office of Institutional Research has pointed out to me that this violates anonymity guidelines, and therefore, they do not release evaluations for less than four students in the population. So this is a technicality.

PROFESSOR ROGERS: My name is Laura Rogers, education department. I worked with Jack Ridge originally on proposing what we can do when we move from in-class paper to online response rates. We knew this would be a problem, but we weren't ready to make recommendations. But from the research it's perfectly clear that holding back grades and making a personal statement in your classes are both effective ways to improve the rate of response. So I encourage us to both adopt the policy that's recommended here, but also to overcome your reluctance or resistance or whatever else is going on and really talk to students about the way you plan to use their feedback.

PROFESSOR MAHONEY: I think we're about out of time. We're going to have to move to a vote unless the dean wants to play privilege.

DEAN GLASER: This was a proposal actually several years ago when Jack was working on this. The resistance to this came from Dowling Hall because they were concerned that students wouldn't know their grades in time to do something about next semester if their grades were very bad. But I think that you've addressed that by pushing the opportunity to see your grades just shortly after when the grades are due. So I strongly am in favor of this. The dean's office relies on these evaluations, the provost's office, the president, the T&P Committee. These are very important to us; keeping those rates up is important. But I think that the way that EPC has thought about this addresses the previous concern in a very good way.

PROFESSOR HABER: Thank you. Did somebody call the question? All right.
All in favor raise your hands. Opposed? Abstained? The motion carries.

Does somebody want to move to end the meeting? The meeting is concluded. Thank you all.

MEETING ADJOURNED

Respectfully Submitted,

[Signature]

Jillian Dubman
Secretary of the Faculty for Arts, Sciences & Engineering