

**UNIVERSITY OF MASSACHUSETTS AT AMHERST
OFFICE OF THE FACULTY SENATE**

MINUTES: Presiding Officer Frank Hugus called the 594th meeting of the Faculty Senate to order on Thursday September 20, 2001 at 3:30 p.m. in Herter Hall 227.

Ernest May, Secretary of the Faculty Senate, asked all present to stand for a moment of silence for the tragic events of September 11, 2001.

A. ADDRESS BY INTERIM CHANCELLOR MARCELLETTE WILLIAMS

Happy New Academic Year to all.

When I was preparing these remarks, I was trying to think of the title I would give it. Something that made sense. And I used the UMass community of the last nine or ten days as a point of reference and actually found it a very good point of reference, because we turned toward each other in ways that made all of us feel somehow comforted, in ways that we needed to be comforted. So, as we turn toward each other at the beginning of this academic year, we are also in the process of renewing our commitment to this land-grant research university that we are.

Over the past week, one of the questions most often heard across the country has been: "What can I do to help?" Some have answered that question by giving blood, many by praying, others by comforting the distressed, or some by raising flags in memoriam to the terror of the tragedy. "What can I do to help?" This is also a question each of us can ask ourselves at this time in our own capacities as researchers, scholars and teachers. It's a time when we as a university can ask ourselves, "What is our role in preventing violence and building hope in America? And in the world?" For one, we can affirm our care and support for the extended university family, for families and friends, and for those people that we have all lost.

By now, of course, you've heard that the attack has claimed the lives of some of our employees and families of our employees. These are direct losses, and we will yet learn of more losses from the UMass family. The number, I fear, will be staggering, overall--but even as we experience them here in the UMass family. In some ways, we've been all touched by the tragedy. All of us. And there have never been words sufficient nor will there be to start to explain the impact of this loss of precious life. Yet we need to acknowledge the pain, the anger in order to heal together. Your understanding, your compassion for the impact that this loss has had on our students and on each other, is commendable. I commend you for this. This community has shown its best face in the last week, coming together to share words of support and prayers for peace. We have felt the need to turn toward each other and we have held each other closely in our arms, and in our hearts. As we have looked around our dinner tables and our meeting tables, we see each other with greater tenderness, connected in sorrow for those we have lost, connected in gratitude and sometimes in guilt that we are among the living.

In the coming days, as we continue to remember, we also have an obligation. An obligation to insert new questions into public conversation on this campus and in our nation. As you know so well, good scholarship reveals hidden connections. Connections across cultures, across time, across disciplines. Connections that illuminate patterns not obviously visible on the surface. While connections have been drawn, certainly between last Tuesday's attacks and the attack on Pearl Harbor, we have actually seen little public conversation about their relationship with the unhealed wounds of the Vietnam era or the potential relationship with prior US involvement in the Gulf and in Central Asia, our global economic policies and the challenge of non-violent social change. The media coverage of the terrorist attacks and their aftermath have featured a great number of government officials and agency representatives, but relatively few academics. Perhaps we're not very good at soundbites. That wasn't something that we learned in graduate school. Or perhaps we haven't come forward in a way that speaks to the public. I'm reminded of the distinction that Jack Miles makes between the academic and the intellectual: "Whereas," he asserts, "the academic disciplines his or her curiosity to remain within narrow bounds and seeks an audience of professional colleagues, the intellectual is concerned with questions that cross disciplinary boundaries and seek conversation with other interested citizens in a rich and accessible idiom."

These times call for us to be public intellectuals in the best sense. Scholars who seek to connect our work in the library and in the laboratory with public dialogue on matters of shared concern. As the faculty of a Land-Grant Research University, we have the special responsibility to raise questions and provide insights that move us quite beyond simple dichotomies of good and evil, civilization vs. barbarism,

for example. The public has entrusted us, not to do their thinking for them, but to think out loud. To enrich public conversation and enable a larger and more diverse set of voices to join the dialogue. We do well, I believe, when our ideas enable others to speak. We do well when we listen and allow ourselves to be changed by the conversation. We appear to be entering a vastly complex period that many people will seek to simplify and paint in broad brush strokes. It will be a challenge to affirm the complexity of issues and the need for multiple perspectives to inform our decisions. Especially those decisions regarding military action. It will be a challenge to call for deliberation and reflection among the heated desire for retribution, but we must and we will.

As public intellectuals, we have some responsibility for leadership in the conversation that may define our era and the lives of our students for years to come. As a beginning, we need to practice conversing with each other with patience and civility across disciplines to find ground on which we can stand and counsel together. Even when this University, in our conversations about what matters to us, our nation and our world, within this university, how can we turn toward, not away from each other? The terrible events of the past days and the events we foresee on the horizon, call us to have courage and persistence in moving to the fore of social deliberation and cross-cultural engagement. This is a position that's familiar to us as the UMass community.

In 1977, UMass was among the leaders in American Higher Education in divesting from South Africa. We remain at the fore of the movement toward proactive, grass-roots diversity, multi-cultural change on this campus, with teams from each area of the university assessing our efforts related to community, diversity, and social justice--a model, by the way, which attracted attention from institutions nationwide. The university has, from its founding, understood itself as having a global outreach mission.

Not long after then, Massachusetts Agricultural College admitted its first class in 1867. It hosted international students from Brazil, Chile, Japan. In 1876, the president of the college, William Smith Clark traveled to Hokkaido, a northern Island of Japan, at the invitation of the Japanese Government. Concerned with the application of research for practical purposes, as well as the development of character, Clark once told his Japanese students, "Your calling is to improve the world." After resigning as president of Massachusetts Agricultural College, Clark devoted himself to plans for a floating college. A ship that you've all read about that would carry scholars, students teachers, citizens, from around the world and carry them around the world on an expedition of learning. Although this dream of a floating college never was realized for Clark, his legacy, and the legacy left this University as a University of global span, is one that connects people and ideas across continents.

The challenges we now face in this country call for us to continue the work of connecting across the uncertainties of difference. We must continue doing well what we have long done: teaching our students the skills of critical thinking, of cross-cultural communication, of civil and reflective engagement with unfamiliar ideological and philosophical views. In performing our core mission well, we also enrich public conversation. We always have. In that, the dialogues occurring in classrooms ripple across campus and into families and communities around the country. And our challenge is to continue strengthening pedagogical approaches we know to be at the cornerstone of a more cohesive and caring society. I speak here of service learning. Learning communities and other strategies, which join community engagement, community leadership, and concerns for the public good with disciplinary mastery. The university, perhaps more than other social institutions, can enable students to practice the arts of collaborative learning and participatory decision making. The public arts, if you will, of turning toward each other for consultation. This is what stands at the core of our democratic tradition.

Many of you, I'm sure, have given portions of your class periods over to discussions of the attacks in their aftermath. I encourage you to continue making space whenever appropriate in classes or departmental meetings for students to express their concerns and deepen the complexity of their understanding of these events. By facilitating reflective dialogue, you model for students the kind of role they can practice in their families, and in their communities. I've been inspired over the past week by the strong leadership our students have taken in helping each other mourn and thus enabling us as a community to reflect on this tragedy together. Our students have proven how much they are capable of doing when their energies are united and focused on a productive action. Their work invites us to ask, "How can we continue to support our students now that they have turned toward each other? How can we reach out to students who want to participate in discussions of how we can live and learn together amid the searing animosities we have all experienced?"

Honoring students' capacities for leadership, and for ethical action, is another of our own moral responsibilities at this time in particular. Students are ready to work together. They want to work together

and contribute something to each other--for us, for the university, for their lives, for the lives of community members. How can we turn toward them and affirm these shared commitments?

In sum, I believe our challenge now is to live the values to which we have been witness. Our challenge is to speak our scholarship with a public voice, to help this country move beyond fear and hatred, toward reasoned deliberation about the origins of hostilities toward us, and how we might overcome injustice by working together toward a world livable for its people, all its people. Our challenge is to ask ourselves what we as intellectuals and as an institution can do and turn toward each other to work out the answers. Here on campus, this moment is an opportunity for us to rise above what divides us, rise above the resentment or anger we may feel about the financial or organizational challenges this university faces, to rise above all that would have us turn our backs to each other.

The courage and commitment we have seen demonstrated over the past week by firefighters, police officers, by thousands of citizens has found residence in us. We know that such courage, such capacity to care is inside each of us, as well for everything that we do in our lives, as public intellectuals, as spouses, as children, as aunts and uncles and nieces and nephews and grandparents and great-grandparents. The capacity is in each of us. In all that we do.

This week reminds me that just as this country has deep untapped resources of resilience and collaboration, so too does this institution have deep and often untapped resources of resilience and collaboration. To tap them, we must focus on the larger goals that brought us here, and our shared vision for a better and for a wiser world. I am committed to lead this university this year so that we can turn toward each other. I know we can do this and emerge from any challenge that threatens us with renewed strength. Doing so requires effort, and there is much to do in the year ahead.

Next week, on the 25th, at the meeting that Chancellor Lazare and members of the Search Committee and President Bulger will provide a forum for a discussion of the conversations of the review that have gone on over these several months, and will I'm sure, produce as many questions perhaps as there are comments, observations, and answers. In general, the work of the coming year will involve shared reflection on our recent past and analysis of our present situation. Who are we now? What do we look like? What is our profile in our department, in our school, in our college, in our division? Such reflection is vital as we consider together various scenarios and options that will enable us in the future to maintain excellence as a hallmark of this university.

Whatever we feel it is important to do for us, collectively and at whatever level of resources we have, there are many choices before us, but being less than our best, striving for less than excellence is not among those choices for us. Our resilience is far stronger than any obstacle that may temporarily stand in our way.

In closing, I want to harken back to William Smith Clark, and the advent of this institution. Clark took office only two months before the first classes were scheduled to begin in the fall of 1867. He quickly, very quickly, recruited professors whose names of course you'll recognize. Goodell, Stockbridge, Goessman. In a eulogy for Clark, professor Goodell recalled how he had been recruited by Clark to serve on this new faculty. To quote Goodell, he said, "Leading me out into the fields very near where south college now stands, he, Clark, unfolded his plans, and turning to me with his hand on my shoulder, said, there is great and glorious work to be done. Will you come and help?"

Clark's question, asked of the very first faculty, echoes still today. At this time, in our world, and on our campus, in our UMass family, we are asked, and I am asking you, "Will you come and help?" Turning toward each other, we have already answered the question. Our mission is as it was in the beginning and developed over time: this land-grant research university, the creation of new knowledge and research we hold as a public trust. The dissemination of that knowledge and the fruits of the research to our students we believe to be a moral obligation. A moral responsibility, and the application of that research and created new knowledge, beyond the boundaries of this campus into the community, into the state, into the nation, to the world, we believe is a social responsibility. That was our mission in the beginning, and our mission as it evolved over time as we have become the land-grant research university that we are today. We can do this together. Turn toward each other and affirm that we will. I thank you.

B. ADDRESS BY INTERIM SENIOR VICE CHANCELLOR FOR ACADEMIC AFFAIRS AND PROVOST CHARLENA SEYMOUR

Thank you.

In the spirit of Chancellor Williams' previous remarks, we begin the new semester with a renewed sense of community. We have been reminded that we rely on each other and that we must support one another in reaching our individual goals. We should also have a renewed appreciation of the special role colleges and universities can play in our society, in terms of promoting understanding, affirming civility, and mutual respect, and imagining a better world. It is in this context that I want to say a few words about the year ahead.

Although we don't always think about it this way, this seems an appropriate time to reflect on the extent to which society relies on us. Parents trust that we will help their children think more clearly, broadly and deeply about themselves and their place in the world. Employers rely on us to encourage teamwork and creativity in their future workforce. Industry looks to us for new ideas. Society expects us to bring intellectual rigor and honesty to vexing public problems. It's a big responsibility, and in the coming year I see three immediate activities through which we can assure those who rely on us that we are doing our part.

The first important activity for the year ahead has to do with academic planning. Planning provides insight into the question, "Where is it important to be good?" Planning focuses on the match between opportunities in the University's environment and existing internal strengths and capacities. I think we are all aware that the campus faces some important decisions. We anticipate many faculty vacancies over the next ten years. Significant imbalances in the faculty have arisen as some earlier vacancies have gone unfilled and as student demand and external expectations have shifted. The federal government and other major research sponsors have made changes in their priorities. The availability of adequate facilities, long an issue on this campus, is increasingly limiting what we are able to do in terms of both teaching and research. And we have risen above all of these obstacles.

When I entered this position last spring, I carefully reviewed the excellent planning work that had begun in recent years. In particular, the reports of the Academic Affairs Financial Planning committee, the Provost's Committee on the Organization of Resources, and the Provost's Committee on Revenue Development, brought us a clear understanding of both the challenges and the opportunities before us. Taken together, they painted a picture of faculty spread too thin, resources poorly distributed, and opportunities obscured by uncertainty. I expect that the report of the Lazare task force will reinforce some of these things, but more importantly, give us recommendations in terms of how to deal with these things. I am convinced, as I know many of you are, that we will not be able to meet the needs of our students and society as a whole unless we set some clear directions and organize our resources accordingly.

After years of random attrition and tight budgets, we need to take a fresh look at what we do well, and what we might do well, and make investments in keeping with those priorities. This involves at the least, a careful evaluation of academic programs and their attractiveness as investments, the marshaling of our scarce resources, including current and future faculty vacancies, the creation of a capacity to invest and an understanding that academic priorities must influence decision making at all levels. Clearly, this will be a large undertaking. It must be based on a commitment to open communication and collaboration, in a process in which the faculty must play a key role.

As I have said repeatedly, I believe the committee process is a useful advisory tool. We must make decisions together as a community of learning to actively shape the long term legacy of the university, understanding that the overall history of the university is yet to be determined, and that our actions now will determine it. While the challenge is clear, the details of a specific approach are not. I have asked, therefore, a group of deans, department heads, and faculty assisted by John Cunningham and Bryan Harvey in my office to think about how we should organize academic planning in the year ahead. They have been meeting over the summer, and I expect to receive their advice after the report of the Lazare task force, which will be discussed and assimilated. I will therefore present a more detailed report on this topic at a future Faculty Senate meeting--if I'm invited!

The Second initiative is a campus-wide community, diversity and social justice project reflecting a new approach to placing these important values at the heart of everything we do. The community, diversity and social justice effort was formally launched last year, but this year marks the important transition from planning to action. I'd like to take a moment to remind all of us of the values around which this effort is organized.

Community is defined as an overarching sense of connectedness, pride, and responsibility, linking many smaller communities in an institutional culture of inclusion. Diversity has two specific meanings. First, differences among individuals based on their membership in socially defined groups, and second, differences related to personality, outlook and other individual characteristics. Social justice is the commitment to equity and fairness in treatment and access to opportunities and resources. Taken together, the idea is simple. How can we be a more connected campus, respecting diversity and committed to equity and fairness? The practice, as we all know, is not so simple. The purpose of the community, diversity, and social justice effort is to stimulate the campus from the grass roots to ask this question not at an abstract level, but rather in terms of the daily activities of a complex organization. The challenge is to look at all we do with a fresh eye, and more recently through the lens of tragic events, and to ask candidly whether what we do in our classrooms, our laboratories and studios, in our workplaces fits the values I just described.

To help organize this work, teams have been established in each executive area. Many of these teams are well along in their planning. Academic affairs, the largest executive area, has lagged somewhat behind to date, but under the leadership of dean Bailey Jackson, it is now moving quickly. Members of the faculty will soon be hearing about specific ways in which they can become involved, and I urge all members of the community to participate.

The values of community, diversity and social justice should knit together both this institution and the society we serve. I see this as an opportunity for the campus to serve as an exemplar in this area just as it already does in the affairs of the mind. Unexpected tragic events have brought about unforgettable memories of our campus community united in the spirit of consolation. Indeed, we are resilient, we are resourceful and we are ready to move forward. Within that framework, I have convened a steering committee of faculty and students to organize a series of academic events that may help us to explore the dark questions about Tuesday September 11 and the impact of the deplorable attacks of terrorism on innocent people. These academic events will begin in October with the hope that the campus community will engage in dialogues that will vary in manner or presentation and perspective. Since passionate intellectual argument is one of the great joys of academic life, I hope you can find time in your busy schedule to participate.

Now, more than ever, we need to hear different viewpoints and promote debate without fear of personal attack or retribution. Now is the time we can lead by example, where the focus remains firmly on the merit of ideas. Now is the time we can demonstrate civility. So despite the shadow under which we all find ourselves, I begin the new academic year committed to advancing the sense of community that has lifted us up in recent days, and demonstrating to the world that we will fulfill our obligations to others. I look forward to working with each of you, to working for you, and to joining together to build a stronger institution. An institution of excellence. If we treat each other well, work together collectively and collaboratively and focus on the future and all of the wonderful accomplishments that we have made to this point, I believe there is much we can still accomplish. Thank you.

C. ANNOUNCEMENTS

1. Principal Administrative Officers

Vice Chancellor Paul Page spoke about various classroom and building renovations completed over the summer, a few that are still ongoing, and a few projects in which he would like to involve the Campus Physical Planning Committee, such as the Power Plant project, the construction of a "swing building" and issues surrounding the closing of Amherst's landfill. He then mentioned that the chapel clock should be operational by the week of October 8 and that new administrative systems such as payroll and other financial systems would be switched over in January.

Vice Chancellor Javier Cevallos called on faculty to volunteer to represent their departments at the "Autumn Event," a full-day Admissions open house for prospective students October 20th beginning at 8 a.m. He then mentioned that there are 4,203 first-year students on campus this year, and that such a large incoming class had presented a number of housing issues earlier in the Fall which have now been taken care of thanks to the "incredible work" of the Housing Office. He then thanked the Opening Committee for their work in ensuring a smooth opening of the University in the face of obstacles such as the Coolidge Bridge construction.

2. The Secretary of the Faculty Senate

Secretary May made a few remarks regarding the events of September 11. He congratulated the *Collegian* for their excellent coverage of the events, asked Faculty to grant students Academic Amnesty in the wake of the events, and noted that it's now important to get back to a point where "we're thriving and not just surviving."

Secretary May then spoke of the Search Committee for a permanent Chancellor at the Amherst Campus. He mentioned that they hope to have candidates on campus in late February or early March, and that there will be campus meetings October 10th to discuss Chancellor Aaron Lazare's report presented on campus September 25th. He ended by asking Faculty Senate councils and committees to get their requests for bylaw changes to the Senate office for consideration.

3. The Faculty Delegates to the Board of Trustees

Faculty Delegate Brian O'Connor updated the Senate on highlights from the Board of Trustees meeting August 1st. He mentioned that the Board approved six endowed professorships for the Amherst campus and the appointment of Professor Robert Hallock as a Distinguished Professor.

Faculty Delegate O'Connor then gave details of the Capital Plan and mentioned that the Board voted to pursue the planning for the development of a new student recreation athletic facility to replace the Boyden Gymnasium facility. Lastly, he noted that contract negotiations for the 28 bargaining units at the University have been wrapped up.

D. QUESTION PERIOD

Professor Emeritus Joseph Larson asked the Chancellor and Provost if they were aware of a proposal by Chancellor Lazare to change the conditions of tenure on the Worcester campus so as to provide the administration with the ability to reduce the salaries of faculty members who do not meet administrative expectations.

Interim Chancellor Williams responded that she hadn't heard of the proposal and that she hadn't been involved in any discussions on that issue.

Senator Brian O'Connor stated that he was bothered by a statement in the newspaper that the decision about whether or not UMass would play football on September 15 was handed down from the Atlantic 10 commissioner.

Interim Chancellor Williams responded that comments from the A10 commissioner were used to help shape a decision about whether or not to play the September 15th game, and that those comments were among a variety of others considered when making the decision.

Senator Kandula Sastry asked if UMass was going in the direction of 1A Football.

Interim Chancellor Williams responded that the Athletic Committee of the Board of Trustees has not made a decision regarding 1A Football yet.

E. OLD BUSINESS

Report from the Chair of the Rules Committee regarding a Motion passed by the Faculty Senate (#62-01) at the 593rd meeting of the Faculty Senate on May 17, 2001.

Rules Committee Chair, Roland Chilton read the Rules Committee Report containing Motion Number 62-01as follows:

Report of The Faculty Senate Rules Committee in Response to a Motion Passed by the Faculty Senate at the 593rd Meeting of the Faculty Senate on May 17, 2001

At its 593rd meeting on May 17, 2001 the Faculty Senate of the University of Massachusetts at Amherst debated and voted "That the Consumer Studies faculty and the administration work closely with the Rules Committee of the Senate in arriving at the concrete plan toward the renewal and restoration of the Department in a timely fashion and that such a plan be presented to the Senate at its first meeting in the fall 2001." Following this meeting, and unrelated to it, both the Chancellor and the Provost resigned. This meant that the administrative officers responsible for working with the Consumer Studies faculty and the Rules Committee were Charlena Seymour, the Interim Provost, and her staff.

It is our understanding that Interim Provost Seymour met with all of the remaining members of the Consumer Studies faculty in her consideration of the Faculty Senate's recommendation. When she met with the Rules Committee on August 3, 2001, she announced that she had decided, after careful review, not to reopen the Department as recommended by the Faculty Senate. Members of the Rules Committee said they would convey this decision to the Faculty Senate and urged the Interim Provost to provide the Faculty Senate with a formal response containing the reasons for her decision. The Provost has since sent a draft memorandum to the Rules Committee containing her decision with a presentation of the reasons for it. When the Rules Committee receives the final version of the Provost's memorandum, it will be distributed to all faculty senators. In her draft document the Interim Provost indicates that three of the remaining members of the Consumer Studies Department have requested transfer to other departments and she has approved them. It is our understanding that a fourth member is only waiting for the official closure of the Department before requesting transfer to another department.

The Rules Committee's original motion submitted to the Faculty Senate asked the Senate to oppose the closing of the Consumer Studies Department because the administration had failed to make a convincing case for termination. When presenting the motion, members of the Rules Committee expressed concern about the process and suggested that it was important to find a way to avoid the development of similar situations in the future. We still think the Department should not have been recommended for termination because the procedures for doing so were not followed. However, we think it is of overriding importance for other academic departments, especially small departments, to receive assurance that they will not be closed because of a haphazard or non-existent review process.

Following through on this concern, the Rules Committee suggests that the Faculty Senate recommend that the campus, through its Chancellor and Provost, adopt and publish a procedure that will reduce the haphazard elimination of other academic departments. We think this can only be done if the administration creates a presumption that, unless there is an existing, published plan to reorganize or restructure the school or college in question, an academic department will retain and may fill faculty positions that are vacated by the resignation, retirement, dismissal, or death of a faculty member in the department. In the absence of a plan, developed with authentic faculty participation, a department should be able to count on filling any vacancies that occur.

This is not a suggestion that departments should never be enlarged, reduced in size, merged, or terminated. Any of this can be done if it is planned and the plan is developed with and distributed to the units that will be involved. We suggest it because we think the termination of a department should not be the result of unplanned, haphazard, arbitrary, or secretive decisions. To this end we will ask the appropriate Faculty Senate committees and councils to consider this recommendation for controlling faculty vacancies when they occur.

The Academic Priorities Council should consider other ways to improve the procedures for reviewing, reorganizing, expanding, or merging departments. However, they should consider adding this important presumption to the process as a way of avoiding a repetition of the time-consuming and demoralizing process carried out as the Department of Consumer Studies was terminated.

Senator Chilton then explained that when the Rules Committee met with the Interim Provost August 3, 2001, she announced that she had decided, after careful review, not to reopen the Consumer Studies Department. He urged the Interim Provost to provide the Faculty Senate with a formal response containing the reasons for her decision.

Senator Jack Tager asked for an explanation of why he should bother coming to Senate meetings if the administration won't work with the Senate and doesn't give consideration to the Senate's advice.

Senator Chilton responded that the Senate is worthwhile due to the continued belief in the possibilities of shared governance. He then mentioned that if the administration continues to make decisions like this one, the Senate could explore options such as a vote of no confidence, or overriding decisions from the Chancellor or President's Office.

Senator Mokhtar Atallah commented that the decision to close the Consumer Studies Department does not coincide with the regulations, agreements and rules of this campus, and that the closing might impact decisions regarding granting tenure, academic freedom, and the quality of the curriculum on this campus. He then stated, "the reputation of this campus rests on the shoulders of the faculty. We take the blame for anything that happens on it. It is time to take our campus back!"

Senator Joseph Donohue called attention to the line in the Rules Committee report stating, "We think this can be done only if the administration creates a presumption that unless there is an existing published plan to reorganize or restructure the school or college in question, an academic department will retain and may fill faculty positions that are vacated by the resignation, retirement, dismissal or death of a faculty member in the department."

Senator Donohue then asked if a formal motion should be made to the administration to ask that the administration allow deans to allow departments to make appointments within the department for existing vacancies rather than surrender those types of appointments to the Provost's Office.

Senator Chilton responded that decisions to fill vacancies are not reverted to the Provost's Office, but are actually decisions made by the dean of the school or college with a vacancy. He then mentioned that the Rules Committee asks the Faculty Senate Councils and Committees to consider recommendations such as formal motions, and would do so in this case.

Secretary May : At the last meeting of the Spring 2001 semester, the Faculty Senate expressed itself clearly in its area of primary responsibility--academics--and the vote was to support and restore the Dept. of Consumer Studies. Nevertheless, the central administration has primary responsibility for the budget, in which area the Senate's extensive deliberations can be characterized as "the power of persuasion."

In the final analysis, the Consumer Studies problem is a budgetary problem. Regrettably, there seems to be no prospect at all for the institution to produce sufficient budgetary resources to restore the department. The overall budgetary situation for the State and for the campus remains bleak.

Our heart goes out to the faculty, alumnae, and students who have lost their disciplinary home.

The Faculty Senate's attention needs now to turn to the structure of the budgetary situation, which, under multiple Deans and Provosts, has produced this sad result. Over the past eight years, in comparison to peers, the core business of this institution--academics--has become dramatically underfunded, while other areas of the campus budget are demonstrably overfunded.

In addition, the role of the Senate's Academic Priorities Council needs to be expanded to provide for regular reviews of vulnerable departments, "early warnings," and alternative solutions such as a process for mergers.

Finally, additional action needs to be taken so that this most unfortunate situation never repeats. Departments should be provided the presumption that their faculty vacancies will be filled promptly. The Spring 2001 faculty numbers must mark the bottom of the decline in overall faculty numbers. The central administration, deans, and faculty must collaborate to find a better way to shape the future of the institution!

Senator Sastry welcomed the Interim Provost and Chancellor to their new positions and wished them well. He then stated that he has been at this University for 38 years and that the outlook is bleaker now than it has ever been in the past. "This is a sad day in the Faculty Senate," Senator Sastry concluded (referring to the decision to close the Consumer Studies Department.)

Sheila Mammen, Head of the Consumer Studies Department stated, "I believe I speak for the faculty, the staff and students in Consumer Studies when I say that I applaud the Provost's ideals of community and diversity and social justice. If only we were the beneficiaries of community, diversity, equity, fairness and social justice. Thank you."

F. ELECTIONS

- 1. One Associate Delegate to the Board of Trustees**
Nominee: Arthur Kinney, English

There were no further nominations from the floor, and Senator Arthur Kinney was re-elected Associate Delegate to the Board of Trustees by acclamation.

- 2. Rules Committee Chair**

Senator Roland Chilton was nominated to continue his role as Chair of the Rules Committee, and was re-elected to this position by acclamation.

G. ANNUAL REPORTS

- 1. Annual Report of the Research Library Council, Academic Year 2000-2001, as presented in Sen. Doc. No. 02-001.**

This report was received by the Faculty Senate.

- 2. 2000-2001 Annual Report of the Foreign and International Studies Council, as presented in Sen. Doc. No. 02-002.**

This report was received by the Faculty Senate.

- 3. Annual Report of the Graduate Council for Academic Year 2000-2001, as presented in Sen. Doc. No. 02-003.**

This report was received by the Faculty Senate.

The 594th Regular Meeting of the Faculty Senate stood adjourned at 5:10 p.m. September 20, 2001.

Respectfully submitted by Ernest May, Secretary of the Faculty Senate.

The Proceedings of this meeting are available on audiotape at the Faculty Senate Office dated September 20, 2001.

