

UNIVERSITY OF MASSACHUSETTS AT AMHERST
OFFICE OF THE FACULTY SENATE

Presiding Officer Robert Wilson called the 650th Regular Meeting of the Faculty Senate to order on March 9, 2006 at 3:30 p.m. in Herter Hall, Room 227.

A. ADDRESS BY REPRESENTATIVE ELLEN STORY
(see attached)

QUESTIONS

Ernest May, Secretary of the Faculty Senate, stated that it seemed that the higher education bill was terrific news. They had certainly been working towards this for a long time. In his experience, it was rare that the legislature gave the University something without asking for something in return. He wanted to know what accountability measures or constraints were being built into this.

Representative Story replied that as far as she was aware, there were no more accountability hoops that the University would have to go through to get this. She thought that people were finally beginning to realize that it was in nobody's interest for them to have cut public higher education in the Draconian way that it had been cut. Massachusetts cut public higher education more than any other state in the country in the past couple of years. That was just nuts. Often the way people looked at this was not that it was learning for the sake of learning or because it was a University, but it was worth it in terms of economic development, that the University produced a good workforce and that we are a knowledge-based economy. Those were the kind of words that worked with the legislature. This year it is going to be better!

Secretary May asked about the University's ability to raise fees. Will the University be able to have independence in setting tuition and fees, or will it be some requirement that the University go through the Board of Higher Education or some other thing? This year, things look fairly good, but a recession is only a year or two or three away.

Representative Story replied that the community colleges and the state colleges were already organizing. They were already extremely upset about the idea that they may not be able to control fees. Her guess was that at least there would be an attempt to change that in the bill. People were very nervous about that. The administrations of public higher institutions were nervous about that.

Senator W. Brian O'Connor stated that he wanted to see the word "flagship" in the new higher education bill. He was concerned that, if this bill was going to be as good as it was hoped to be, the University of Massachusetts Amherst should be able to get a little bit more money than other campuses. He asked if Representative Story saw any hope on the horizon that maybe the University of Massachusetts Amherst will make out better than in the past?

Representative Story replied that she did not know. A surprise advocate for this bill was Senator Steve Panagiotakos who was from Lowell. There was a lot of competition among the University sites, and there were some people who thought that each University site was as good as the rest of them. There were those of us who knew that was not the case. That is a constant battle. Representative Story asked Senator O'Connor if the word flagship was literally not in this bill. She had not noticed that. She will bring that to people's attention.

Professor Max Page, Vice President of the Massachusetts Society of Professors, asked for a clarification. Representative Story stated that the contracts were being funded, but then she said something about the third installment. Did she mean that both the current contract as well as the previous installment will be funded?

Representative Story stated that yes, of course, the current contract would be funded. She was talking about the ones that you are owed, that you have been owed for a long time.

Professor Page asked if her hope was that maybe both of those things would be completed this spring.

Representative Story said yes.

Senator Seshu Desu mentioned that Representative Story talked about keeping the tuition for the campus. The state pays 33% of faculty benefits. Was it possible that the state would tell the University that, since we were keeping the tuition and the fees, we would then be responsible for our own benefits, also?

Representative Story responded that it would be a very bad deal. As far as she knew, that was not under consideration. That would just defeat the whole purpose of this. She was sure that it will be brought up at some point but, hopefully, it will be defeated.

Senator W. C. Conner mentioned that one of the things that had always worried him was the fact that construction – when the University goes to either build something or change it – costs about 50% more in this state than it did in almost any other state. If you want to put up a building, compared to what the private university would do, it costs us at least 50% more if not twice. Was there any way to solve the problem of having to spend our money so inefficiently because this was a state university in Massachusetts, compared to other places?

Representative Story replied that it was a perennial problem that it had been going on for as long as she can remember. There were attempts, from time to time, to be able to change that. She asked if any of the administrators wanted to answer that?

Joyce Hatch, Vice Chancellor for Administration and Finance, stated that one of the things that was happening was that there was some pilot legislation just for this campus that allowed us to do some alternative build methods. For instance, the student housing still costs a lot for a lot of reasons, but the cost would have been higher if not for this construction manager-at-risk methodology. That legislation started on December 31 and we had it for a window of two years. We have a number of projects under way in this different method. The method does cut down about a year of time. It would have taken about a year longer. You could do the math on the inflation which was going about 13% a year. The Chancellor and the President's Office were working to try to extend our ability on this campus to still continue with that kind of methodology.

Representative Story mentioned that what goes along with the cost was that it took so much longer here to get anything done. There was so much bureaucratic red tape that you had to go through. People were always looking at ways to try to decrease that. There was a good chance that this legislation would be extended, so it would not have been for only two years.

Senator Richard Bogartz commented that Representative Story mentioned the Finneran dark ages. He thanked Representative Story. That was a long dark period for a lot of people, and certainly for her. During that period, she was the voice of integrity and honesty and had the willingness to speak truth to power. She was just the kind of Representative that Senator Bogartz wanted representing him.

Representative Story replied, “My goodness, thank you, Professor Bogartz.”

Senator Bogartz said that, as Representative Story knows, the war and the quarter of a trillion dollars that has been spent on it so far impacts everything public in the state of Massachusetts - the Universities, grants, student aid, etc. He would like Representative Story to continue to speak the truth. He invited Representative Story to a peace vigil on March 19 at 1 pm on the Amherst Commons. He invited everybody else in the Faculty Senate as well and the administration. If Representative Story's schedule permitted, he would love to have her come there and talk a little bit about the war and the state.

Representative Story asked if that was a weekend. She thanked him for the invitation. She would try to be there. When Tom Finneran left, he left to be the head of the Biotech council. The paper said that his salary was \$350,000 a year, but, in fact, we found out a year after he had been there, it was not \$350,000 a year, it was \$540,000 a year.

Secretary May stated that Representative Story had talked about two big things, the higher education bill, which was great, and also the health care bill which was also great. He thought that it illustrated a certain amount of discretionary money that they got this year because we have had a good year. He asked what Representative Story thought about balancing two good things, the health care bill which primarily affected older people, and the education bill which primarily affected young people?

Representative Story said that the health care bill also affected poor people. One of the reasons that everything else had been put on hold was because we did not know how much the health care bill was going to cost. We cannot yet decide how much money there is for other projects. The one thing to remember that Representative Story did not really understand before she went to Boston was that only about 35 - 40% of the budget was discretionary money. All the rest of it was already spoken for. It was pensions; it was debt service. All the things that she cared about came in that 35 - 40%. That was the arts and culture and education and human services and all of those things. That was why people were always scrambling and sometimes at each other's throats for all these good causes, because there was so little money that we actually have a choice about how we spend it. It was unclear to her how much the health care bill was going to cost

and how much would be left over to do all of the other things that the Legislature needed to do. Nobody knew the answer to that right now.

Secretary May stated that even Amherst was thinking of cutting art and music in half in the public schools as part of their plan. It was not just Newton. For whatever reasons, the local aid was not supporting the school system at a level which would allow them to continue. The student fees have gone up on campus. The federal government was actually going to cut out additional aid next year and so the additional burden of all these things the government does was being placed on the younger generation. Higher education and lower education were regarded as public goods and, if you want art and music or sports, you were going to have to go out and pay for it. If you want higher education, you are going to have to pay an increasing percentage of this as every year goes by. Secretary May wanted his health care paid and he was glad that his Mom's health care can be paid and that poor and indigent people will have their health care taken care of. He did not think, in balancing it out, that we were being fair to the younger generation who we were going to depend on to keep the whole society afloat as we retire. This was a difficult thing in terms of the economic development, which was necessary, which higher education makes possible, and which, particularly, a flagship campus was instrumental in bringing about. Especially in the western part of the state, in terms of research and other things, we are the only game in town. In terms of our contribution to the regional economy, did Representative Story find that the western Massachusetts delegation hung together in advocating, at least to some degree? He understood that Greenfield Community College was going to be the highest priority for the legislators from that area, but was there general consensus that what was good for the region was also good for the representatives in Springfield, Pittsfield and the areas? That was the only way that we were going to go from 49% of the University of Massachusetts money to 50 to 51% or a little higher.

Representative Story replied that the representatives closest to us were a very united front. Berkshire County did not so much pitch in when we were talking about this campus. One of the biggest supporters for this campus was the business community in Springfield. The Springfield Chamber of Commerce and the Western Massachusetts Economic Development Fund were huge supporters of the University. When they listed things that they want funded in the budget, the first thing was always funding for the University of Massachusetts Amherst. They clearly understood that it was in the region's best interest to have a thriving University. Other people do, too, especially if they were reminded of it. When Representative Story ran for office fifteen years ago, she started asking people in the business community what would be the most helpful thing for her to do as a state representative. Funding for the University was the unanimous answer. These were people who had hair salons, bookstores, clothing stores, restaurants. They were realtors. They do not sell houses if there are not any faculty and staff coming to live here. When you reminded people of this, they got it. Sometimes it took reminding. It was a pretty easy connection to make. University of Massachusetts Amherst was the biggest employer in all of western Massachusetts. Just that fact alone was a pretty powerful one.

Senator Roland Chilton thought that we should think about what could be done by our local legislators, by the legislature in general, or by our federal representatives to bring to an end this God-awful, expensive, and immoral war in Iraq.

Representative Story asked if the audience knew the National Priorities Project? It was in Northampton and was known all over the country. They do wonderful, wonderful work. They are number crunchers. They can show you, if you live in Leverett, exactly how much of the money of the people in Leverett goes towards supporting the war. They bring it down to manageable figures and it was just stunning. People in the state legislature feel fairly powerless about this. I think some of the people in Congress feel fairly powerless. It was just getting more and more outrageous every day. She was afraid that people were getting immune to all the figures that we were hearing. Today, Condoleezza Rice was asking for something like \$71 billion. It was in these little amounts. We are never told how much this war costs. It was just, could we have \$80 billion here and then \$71 billion here and then maybe only \$40 billion here. They were hoping that we would not really be paying attention. Representative Story's mother was 93 and she was so depressed when Bush won his second term. She said, "I cannot believe I am going to die with Bush as President."

Senator Bogartz stated that you could also get that financial breakdown at costofwar.com. We are not powerless; our legislature was not powerless. We just have to talk up. That was how the Vietnam War was brought to a close. It was because enough people realized that, if they got together and they spoke, something would happen. We can make it happen.

Representative Story said that she had her hopes up with all the publicity when Cindy Sheehan went to Crawford, Texas and was camping out in 100-degree weather in August. That did get a whole lot of good publicity about the terrible things that were going on. That has also faded. People have short attention spans. Unless you knew somebody who was in the military, it was easy to just not pay much attention.

Senator Desu stated that there was an article in the Chronicle of Higher Education recently. This person was projecting the expenses based on the current rate of economic growth and current rate of Medicare and things of that sort. The conclusion of the article was that, for all the 50 states in 2015, there will be significant budget deficits. Massachusetts was around -7%. Was there any talk in the legislation about this kind of activity?

Representative Story replied, “Not really.” People know that we go in cycles and, just about every ten years, there was a recession, then we struggle back up. At the University, we have never gotten back to levels of funding that we had in the late 80s. We have gotten some funding, but we are not at that level, given inflation and all. The legislature mostly thinks in two-year bits because we are elected every two years. One legislature cannot bind a successive legislature. Even if the current legislature made some wonderful sweeping decisions right now, it could be undone next year. The smart people were very conscious of that and did not know exactly what to do about it. One of the most disagreeable situations that we had recently was this issue about whether immigrants should be able to pay instate tuition if they had lived here and gone to a Massachusetts high school for three years and if they passed the exams and they qualified to a state funded institution. Would they be able to pay the same instate tuition rates that their classmates did? This was another example of the power of talk radio. The talk radio hosts got this. It was just like seatbelts years ago when they reversed the decision to have mandatory seat belts. The phone calls that some of my colleagues got would just turn your hair. They were so awful and incorrect, of course. The messages that they would leave was that they were going to get free tuition. The callers would say, “Why don’t they go back where they came from.” It just brought out the worst in people. We thought, originally, there were enough votes in the house to pass the bill and, once all of this pressure started getting on everybody, the votes just slipped away very, very fast. It was an embarrassing total when we finally voted on it. That set back that cause. It was very unfortunate and unhealthy that that happened. Representative Story kept trying to tell her colleagues the perfect line to say when people called up and screamed at them was to say, “You will always find me on the side of educating children. I think children should be educated.” Try to get the discussion off of whether they are illegal aliens or undocumented. If our side could get mobilized the way talk radio mobilized people who do not agree with her, we would do a lot better.

- B. Special Report from the Nominating Committee for Secretary of the Faculty Senate, as presented in Sen. Doc. No. 06-020.
Additional nominations may be made from the floor.
The final vote will be taken at the 65th Regular Meeting of the Faculty Senate.

Report received.

- C. NEW COURSES (10 Minutes)

There are no reports associated with the following motions:

<u>COURSE</u>	<u>TITLE</u>	<u>CREDITS</u>
AFROAM 170	“The Minority Experience in American Life and Culture I”	3
AFROAM 171	“The Minority Experience in American Life and Culture II”	3
COMP-LIT 133	“Introduction to Science Fiction”	3
E&C-ENG 373	“Software Intensive Engineering”	4
FOOD-SCI 160	“The Nature of Food”	3
LEGAL 367	“Law, Politics & Social Change in 20 th Century America”	3

MOVED: That the Faculty Senate approve the courses AFROAM 170 and 171, COMP-LIT 133, 18-06 E&C-ENG 373, FOOD-SCI 160 and LEGAL 367, as recommended by the Academic Matters Council.

The motion was seconded and adopted.

<u>COURSE</u>	<u>TITLE</u>	<u>CREDITS</u>
E&C-ENG 570	“System Software Design”	3

MOVED: That the Faculty Senate approve the course E&C-ENG 570, as recommended by the 19-06 Academic Matters and Graduate Councils.

The motion was seconded and adopted.

D. NEW BUSINESS

Special Report of the Academic Priorities Council, Graduate Council and Program and Budget Council concerning A Professional Doctorate in Nursing (DNP), as presented in Sen. Doc. No. 06-021 with Motion No. 20-06.

MOVED: That the Faculty Senate approve the Professional Doctorate in Nursing (DNP), as presented
20-06 in Sen. Doc. No. 06-021.

The motion was seconded and adopted.

E. OLD BUSINESS

1. Special Report of the General Education Council concerning a Recommended General Education Designation for SPANISH 266, as presented in Sen. Doc. No. 06-019 with Motion No. 17-06.

MOVED: That the Faculty Senate approve the General Education Designation ALG for SPANISH
17-06 266, as presented in Sen. Doc. No. 06-019.
Tabled from the 649th Regular Meeting of the Faculty Senate.

The motion was seconded and adopted.

Senator Chilton was curious about what it was that made this course general. Was it a course that a student could take without any previous training in the area? Was the course offered in English or Spanish?

Senator John McCarthy replied that it was taught in English. The Council discussed this course about a year ago. He was not sure why it was finally coming up now, but the Council subjected it to the usual review that they give to General Education courses. It was a Social World course. That meant the Council looked to see if there was sufficient writing or critical thinking. It had about 20 pages of writing for the semester. That was more than enough. The instructor had the students read some original medieval text. They also read contemporary works that explain the occult, and they read Spanish literature.

2. Special Report of the Academic Matters Council's Subcommittee on Calendars concerning the 2006-2007 Academic Calendar, as presented in Sen. Doc. No. 03-038A with Motion No. 42-03.

MOVED: That the Faculty Senate adopt the revised 2006-2007 Academic Calendar, as presented in
42-03 Sen. Doc. No. 03-038A.

Professor John Jenkins said that because of the timing involved, this motion was brought to the attention of the full Council with very few days remaining before it had to be moved on or stopped. As chair of the Council, he made the decision that to call an instant meeting on three days notice was likely to involve fewer people than to go out with an electronic vote to the Council which would get to every member. They did that and received a majority of positive votes. Because of the timing, it was not debated by the full Council, though all of the procedures were carefully followed.

Senator Bogartz said that he had been trying to figure out whether we were somehow in some backwards state, or whether, in fact, we were at the leading edge and other people should be following us. Does somebody know whether turning Tuesdays into Mondays and Thursdays into Wednesdays was a popular thing around the country or was there something peculiar about our University that does this thing?

Cecilia Trachy, Undergraduate Registrar stated that the reason that was done was so that lab courses could meet sequentially. That was the practice that we have had for years.

Senator Bogartz asked what other people did to solve that problem.

Registrar Trachy replied that she did not know.

Senator Mokhtar Atallah stated that for courses that have labs associated with them, there are a certain number of labs that need a lot of preparation. If you miss the sections that meet on Monday because Monday was a holiday, when were you going to schedule that? With all the preparation that you met for the four days of the week, you add that Monday on the following or another day during that week. As a result of that, the preparation and the effort that goes into preparing for those laboratories will continue through the semester. Also, with other universities, you do not start after Labor Day and end before Christmas. We were squeezed in-between there. You find that in some semesters, depending on when the semester begins, you had only 13 weeks. A semester was supposed to be 14 weeks or more. If you lose a week, it becomes 13 and then you lose two labs for a certain section. You were not offering the student the training that they needed for specific courses. You have to have that number of labs to train the students associated with the class and, as a result of that, you have to make accommodations for those Mondays that you lose. He thought that it was crazy when he first came here, but the practicality of it was that it was much better to do it as soon as possible after that Monday holiday.

Gordon Wyse, Associate Dean, College of Natural Sciences and Mathematics and Director of Arts and Sciences Advising Center, stated that two of the Associate Deans for the Arts and Sciences Advising Center were at this meeting, Richard Wikander and Stanley Hertzbach. They wrote a letter commenting on the fact that these proposals will do away with Registration Day and that the last Registration Day scheduled, according to the new alternative calendars, will be for the fall 2006 semester. They were not officially informed about why Registration Day was being phased out. There were many functions of academic advising of new students that do not get addressed by SPIRE. The argument that he has heard, word of mouth, was that they do not really need Registration Day any more because students can do their registering by SPIRE. So they come here and they are all set. This letter argued that there were many functions of Registration Day. Many students were advised by the New Student Organization Orientation event, both at the Campus Center and at advising centers and departments all over campus. This was a dedicated advising time for new students. Many new students come in and have not done the new student advising over the summer, either because they were working, or they live d too far away, or they were not even admitted at the time that the new student orientation sessions occurred. They were especially concerned at the Arts and Sciences Advising Center about transfer students whose advising was inherently complex. They were concerned that advising sessions might end up occurring on holidays or weekends, such as Labor Day. This would prevent faculty and staff participation. They need to get in touch with departments and departmental personnel were not going to be present or even waiting by the phones on Labor Day. They highlighted the kinds of issues that were not addressed by SPIRE. SPIRE was not an advising mechanism. It was a registration mechanism. They were very concerned that it would not be of benefit to students to do away with Registration Day after this coming fall semester and he hoped that the Senate could at least address these concerns and what will happen to these advising functions.

Registrar Trachy stated that the revisions they have put forth with regard to Registration Day have already been approved by the Faculty Senate effective fall of 2007. These particular calendar changes were addressing the Chancellor's desire to move Commencement for graduate students from Saturday to Friday, beginning in the spring of 2007. As far as the Registration Day goes for the fall of 2007 and further, that would probably have to go back to the Academic Matters Council. The reason why they had recommended the removal of Registration Day in the spring of 2007 was because, if they were to have Commencement on Friday, the final exam schedule conflicted with Commencement. So, in other words, we would be having undergraduate finals on Friday afternoon, when the graduate Commencement was supposed to be taking place. Therefore, we could have graduate students that were supposed to be participating in Commencement proctoring graduate exams. The Academic Matters Council Calendar Subcommittee recommended this as a solution to this particular problem for the spring of 2007. If they were to insert Registration Day back into the Academic Calendar, it would mean that, during the fall semesters, if they were going to be honoring Saturday as a sacrosanct day that they were not offering final exams, in many of the Academic Calendars, we would have

to have final exams on the Monday after that week. We could potentially be having final exams on December 23, on a Monday. It was a complex situation.

Pamela Marsh-Williams, Director of the Undergraduate Advising and Academic Support Center, echoed the concerns that Arts and Sciences was raising with respect to the challenges that the faculty in those colleges would face with respect to the larger numbers of transfer students who were coming and needing assistance from the faculty who may not be available to them in the summer, or the students who may have not been admitted within the time to participate in transfer advising. Transfer advising was an issue. With respect to students in general, there were many students who were attempting to resolve academic matters just before classes began. They do benefit from having faculty and staff available to us on a Registration Day. It has definitely lessened with SPIRE because more and more students are registering during the summer and they do finish their New Students Orientation with a complete registration, so there was less and less registration complexities that needed to be resolved on a Registration Day. However, it was difficult to imagine how they would start the academic year without a time that the faculty and the staff were available to students and other staff members before classes began. So, if not a Registration Day on that Tuesday after Labor Day, then they would presume that faculty would be here on Labor Day itself to assist them or they would be here on the Friday before. There are some complexities that they would have to resolve. The numbers are going down, in terms of numbers of students. They are doing a better job of working with students at a distance but it still does not resolve the fact that you still have sizable numbers of students, even if it was a hundred students. Those are students spread across the departments who need assistance before they are ready to start their semester. She was particularly concerned about the fall, and less about the spring.

Secretary May asked Associated Dean Wyse if he had any idea about the number of students they were talking about.

Richard Wikander, Associate Dean of Undergraduate Advising in the College of Social and Behavioral Sciences, said that the numbers varied from college to college because the populations in the college varied as well. In Social and Behavioral Sciences, we saw anywhere from, very conservatively, 30 to 50 or more. On Registration Day, our day was jammed. Although SPIRE was helping some students get part of the way into the University without physically being here, there were the issues of people who cannot come to orientation in the summer. As we try to recruit more and more out of state students, more and more people will not be able to get here for reasons such as travel distance, cost, and inability to take off from jobs during the summer. That subgroup of people will increase. Besides the new students, the other pool of people that we see are people who have already been here, and they have gotten a couple of classes and they have been closed out of something that they really need. They have looked and they have tried to get the class and it has not opened up so, when they get to Registration Day, they really do need some careful advising as to what course might be an acceptable alternative, either for a University requirement, a college requirement, or a major requirement. Doing that on a day when classes were meeting was really difficult because there was no dedicated day where faculty and staff were available. All of them were there. Nobody was teaching a class yet so the students could see them. Registration Days were the only days where students had the almost undivided attention of the advising network that we were supposedly proud of having here. If we want students to be positively impressed and to like it here, and to go home and tell their parents that they are being treated decently, he thought that we needed one of those days. We cannot let them on to campus and have the new students' first introduction to the University be a day when classes were meeting, everybody was running around, and nobody had the time to spend a good chunk of time giving them unhurried, careful, dedicated, focused advising on what the University was like. It is important.

Presiding Officer Wilson pointed out that the 2006-2007 Academic Calendar does contain a Registration Day the day before classes in the fall. Part of this discussion related to the following two motions more than anything.

Senator O'Connor stated that this was tough because he admired what these people were doing. He was going to oppose this motion. He had been an advisor for thirty-plus years in the summer. To him, the Registration Day was procrastination day. These were students who, quite frankly, many of them could have made it, especially the transfer students. It was

very, very difficult to get them to come to advising sessions during July, or during January. Many of them can make it but they simply say, "I have been in college before, I don't need you guys." This was until they realize that all of the courses that they need were filled up. Even if they come on Registration Day, there was nothing for them to take. It was their own fault. He said that he was harsh on these kids. It was true that there were many students that were distances away that cannot afford to get here. His feeling was that, in years past, in the summer, we did in absentia advising. He would sit down with the student's high school record and predict – half the time he was wrong – but he would predict what he or she could take. At least he got the students into the courses before they came here the day before Labor Day. With SPIRE, you can contact these students and say, "Ok, this is what I put you in, what do you think?" Quite frankly, in opposition to what Dean Wikander said, he has seen so many students, especially transfers, on Registration Day say, "What the hell did I come here for? I cannot get into any courses, why did you not tell me?" Senator O'Connor said, "Why weren't you here when you should have been here, you could have gotten in?" In terms of late admit, he thought that we should tell the Admissions Office that, as of a certain day, you cannot, under any circumstances, admit anybody. If you do, then you run the wrath of the parents who say they cannot get into the courses. He knew that that was a problem but was a problem that could easily be solved. Students were constantly getting advice as to when to pre-register, when to do this, and when to do that. You have to simply tell them that they have to get their act together. There will not be a Registration Day -- that procrastination day -- you have to do it now or you run the risk.

Director Marsh-Williams echoed many of Senator O'Connor's comments, as well as Dean Wikander's, but she thought that, as we pushed the students to be more mindful of changes in practices and expectations, it would also push the faculty to be responsive and to be available. Perhaps not everybody, but someone from the department will need to be available during those times when we do expect students to take care of their business. Invariably, our best efforts to have everybody come at a certain time and take care of everything, even in Admissions, there will be times when they cannot exactly meet the deadline that we have imposed. It just means that we will all need to be making some adjustments. If we stand by this change of venue, it certainly will have some ramifications. That was not to say that we cannot adjust to them. It will require some accommodations on all of our parts.

Associate Dean Wikander added that his experience was a little different from Senator O'Connor's. When he was in his office on Registration Day and a parade of people came through to be advised, he did not see many people who were transfers who had not bothered to show up. It may differ between programs and schools, but it did not happen that frequently in his college. What he did see were new students or transfers who really could not make it or people who were simply having some inherent difficulties finding courses that were appropriate to them. They really do need advice and Registration Day was the only time he had to be able to sit there with people, give them as much time as they wanted and not have to have to schedule appointments a week or two in advance because he was booked up. He just saw as many people as he could at once, got them straightened out, got them to understand what they should be looking for, got them to understand where they could go to talk to somebody else about something else so they had that clear in their heads and they were not also worrying about running to class and trying to get a full-time schedule while classes were going on.

Secretary May pointed out that the 2006-2007 Academic Calendar that was being voted on preserved the most critical Registration Day, the one in the fall. The one in the spring, while he was sure some would find it desirable, was less critical because there were fewer students transferring in. He called the question on this calendar with the proviso that when the other calendars come up, the discussion will continue.

The motion was seconded and adopted.

3. Special Report of the Academic Matters Council concerning the 2007-2008 Academic Calendar, as presented in Sen. Doc No. 04-042A with Motion No. 47-04.

MOVED:
47-04

That the Faculty Senate adopt the revised 2007-2008 Academic Calendar, as presented in Sen. Doc. No. 04-042A.

The motion was seconded.

Associate Dean Wyse asked about whether the concern of the Chancellor for moving the date of Commencement up one day could be addressed and also be able to preserve the Registration Day if one of the reading days before final exams was omitted.

Registrar Trachy stated that the Registration Day change was voted on two years ago. This particular Academic Calendar revision was because of the Commencement. She was not sure whether we could act on something that had already been approved by the Faculty Senate -- the removal of Registration Day -- or whether it had to go back to the Academic Matters Council.

Secretary May stated that before this meeting, the Academic Calendar for 2007-2008 was in place, but a revision of the Calendar has come up so the whole thing was potentially up for grabs.

Registrar Trachy said that for the spring Commencement, we would have to shorten the weeks. We would have to be on a thirteen-week class schedule to do that in the spring. We would have to change that because we cannot have Commencement and final exams conflicting. She thought it would be detrimental to our graduate students and our other students who were trying to get here for exams. She thought that the parking and the traffic would be really problematic for them. That was the consensus of the Calendar Committee. We could do that, but we would have to probably reduce the weeks to thirteen for spring.

Senator O'Connor stated that he wished to resolve this issue. It was the Student Government that asked us to extend the reading days from 1 to 2 days. He believed it was a joke. Students just go home. The two days did not work. He had polled his students on it and they said that one day was fine. That might be the solution if you could cut the reading days to one. You would have to convince the Student Senate of that. If that could be done, then it was his understanding that you could add back the Registration Day.

Senator Atallah stated that from all angles, the most important day for advising was the one in the fall. The one in the spring, if it stays as is, accommodates the graduation still with two reading days. Adding the one in the fall would be packing everything up against Christmas.

Senator O'Connor stated that reading days in the fall 2007 were Saturday and Sunday.

Senator Atallah said that the last day of finals was December 22. Removing the reading day would require the approval of the Student Government. Every student on campus used to register on Registration Day. Now, students register over several weeks, so there was really no reason to call it Registration Day. If we revise the Academic Calendar and include the day, we will call it Advising Day, not Registration Day.

Senator Chilton said that part of the discussion was not being held perhaps because the Chancellor was not at the meeting. Why was it so important to move Graduate Commencement to Friday? Given the concerns of so many people, Senator Chilton moved to table this issue to the next meeting, when we could hear that discussion.

The motion was made and seconded to table the motion until the next meeting.

Professor Jenkins said that with the kinds of questions being debated and the answers we do not have, it was inappropriate to try to debate this on the floor of the Senate. He fully supported the motion to table.

The motion to table the issue until the next meeting was passed.

4. Special Report of the Academic Matters Council concerning the 2008-2009 Academic Calendar, as presented in Sen. Doc. No. 05-038A with Motion No. 43-05.

MOVED:
43-05 That the Faculty Senate adopt the revised 2008-2009 Academic Calendar, as presented in Sen. Doc. No. 05-038A.

The motion was made and seconded to table the motion until the next meeting.

F. ANNOUNCEMENTS

1. The Secretary of the Faculty Senate

Secretary May said that, at the next Faculty Senate meeting on March 30, the head of our Army ROTC, Lieutenant Colonel David Vacchi was scheduled to speak. President Wilson will give us a State of the University Address on April 13.

2. The Representative of the Massachusetts Society of Professors

Professor Page said that he was pleased that Representative Story spoke at the meeting. The Massachusetts Society of Professors (MSP) was undertaking a number of things in the coming weeks. One was that they were preparing for their annual visit to legislators to urge the support for the bill that just passed the Senate which represents a long-term investment in the University. While it was important to air the concerns about how tuition was increased or not increased, the essence of the bill should be supported, which was a long-term commitment to increase funding to the University. The MSP had also passed two resolutions. The first was that they had written in support of a faculty member who was trying to extend an unpaid leave of absence in part for research and in part for family reasons and had that request rejected. There was a concern that the University was not supportive, especially of women who were trying to balance their work as parents and as researchers. The Status of Women Council has taken up the issue and the MSP supported their efforts to devise policies which will support the new and hopefully growing number of younger faculty members that are coming to campus as part of the 250 Plan. Progressive policies in this area will help recruit faculty and also retain the 250 new faculty. The second was that the MSP put their support behind the Student Government Association proposal which was called the Student Bridges. It would undertake a variety of activities to reach out to communities underrepresented among the student body at the University of Massachusetts Amherst. This seemed like a program that should have already been devised by the Office of Student Affairs, but the MSP were happy to see it proposed by the students as well. The Free Higher Education Organization, which the MSP has supported, has calculated how much it would cost to pay the full tuition and fees of every single student in the United States of America attending public universities. It was the vast sum of \$25 billion, which was about three months in Iraq. When we talk about the higher cost of education, it was something fully in our grasp.

G. QUESTION PERIOD (10-Minute Limit)

Senator Marilyn Billings said that the Research Library Council was continuing the discussion on scholarly communication. They have a subcommittee investigating the possibility of establishing a digital repository at the University. They have a survey coming out soon. It would be very helpful if people filled out the survey and returned it to them. Also, there will be a program on April 6 entitled "Research and Scholarship in the Digital Age, an Exploration." They have a special guest coming from the National Science Foundation, Chris Greer. He will be talking about digital data collections and will also be talking about digital journals and moving forward with the scholarly communication conversation.

The 650th Regular Meeting of the Faculty Senate stood adjourned at 5:01 p.m. on March 9, 2006.

The proceedings of this meeting are available on audiotape in the Faculty Senate Office.

Respectfully submitted,

Ernest D. May

Secretary of the Faculty Senate