

UNIVERSITY OF MASSACHUSETTS AMHERST
OFFICE OF THE FACULTY SENATE

Presiding Officer Robert Wilson called the 658th Regular Meeting of the Faculty Senate to order on December 14, 2006 at 3:30 p.m. in Herter Hall, Room 227.

A. ANNOUNCEMENTS

1. Principal Administrative Officers

Provost Charlena Seymour stated that for those who were not aware of a recent event. Dr. Cleve Willis has offered his resignation as Dean of the College of Natural Resources and the Environment, effective August 31, 2007. She received the information a couple of weeks ago, and has organized a search committee for the next dean. This will be a national search, and the chair of that committee is Dr. John Cunningham, who is serving as the Interim Dean of the School of Public Health. There will be many events on campus to celebrate the time and life of Cleve Willis, and she hoped that everyone would take the time to enjoy these celebrations.

2. The Secretary of the Faculty Senate

Secretary Ernest May stated that this being the last meeting of the Senate for the semester, he thanked everyone for their work. Stephen Tocco, the new Chair of the Board of Trustees, and, concurrently, the Chair of the Board of Higher Education, was on campus yesterday and met with students, faculty, and the Rules Committee. He previously met with the Intercampus Faculty Council and had given the same message everywhere he went. It was a compelling story, one that we had not delivered to the legislature in quite as succinct and hard-hitting way before. Basically, back in the Weld administration, he was the Secretary of Economic Development and put together an economic development plan for the Commonwealth called "Choosing to Compete." The results of that study were facts that we were probably familiar with, that Massachusetts depended upon its brain power and not its natural resources or its good climate or some of the other natural advantages that other states have. Therefore, intellectual property and universities were extremely important to the Commonwealth of Massachusetts. This was combined with information about the demographics of the Commonwealth: that the traditional population of Massachusetts is out-migrating, and ethnic minorities are in-migrating. The people who stay in this state are the graduates of public institutions, whereas most of the private institution's graduates out-migrate and go to other places to pursue their careers. Chair Tocco felt that the long-term economic future of the Commonwealth of Massachusetts depended on the public higher education system doing a good job. Now, this is a fairly compelling argument, and he is in the position to deliver it with some authority, since he had been in these various political roles. Our opportunity here is great; he has a clear message. He has step-by-step plans to try to get us to shape up and also to get the legislature to shape up. Chair Tocco thought that the way to do that, as far as the legislature was concerned, was to concentrate on increasing financial aid and the capital budget, which would free up the operating budget to do the things that it was intended to do. What he needs is for all of the constituencies to get on board with the same message, so that the legislature did not get confused by the students saying one thing, the faculty saying another, and the Chancellor saying something a little bit different than that. It was only when we were all together that we would hold the state government's feet to the fire and be able to really deliver on the political message, which was irrefutable. It could be diffused, and it has been diffused in the past. We need a champion; whether Chair Tocco was the ideal champion, he did not know, but he was the one we have right now, so he is rooting for him!

The Senate has been involved in some other activities. We have resurrected the Campus Physical Planning Committee, to interact with the Physical Planning people. The Committee will be meeting once a month from here on out, to hear what is going on and to provide input. We have created a Joint Task Force with the Administration on Online Learning. We have a lot of people working on online learning; there was some feeling that we had different groups with overlapping charges, and it was confusing. We created an Ad Hoc Committee on Online Learning about a year and a half ago, and it has been meeting and has done good work. They worked on a reclassification of all of the University's courses in SPIRE to reflect the degree of online content. Now there were five classifications, ranging from completely face-to-face to completely online. No one group was going to be able to come up with a comprehensive report which offered solutions to all of the issues raised by the welcome growth of online learning. We hope that different groups, including the Graduate Council, the Academic Matters Council, the Ad Hoc Committee on Online Learning, and this new Joint Task Force on Online Learning, which consisted of administrators, including deans, and faculty, would all carve out different pieces of the territory and come up with good proposed solutions. The Joint Task Force is really focused on three questions: (1) what should be the standards and best practices for online instruction?; (2) what strategies should we undertake in the future to handle the demand for online instruction?; and (3) for what purpose should resources be allocated for the

delivery of online credit courses? The Task Force would, in the next six months, attempt to answer those three questions. The Task Force is under the leadership of Ted Djaferis, who is the Associate Dean of the College of Engineering.

Just this morning, Secretary May went to another task force meeting, created by John Jenkins, the Academic Matters Council, and the Undergraduate Education Council, looking at the impediments to the non-traditional student on campus. This was an area of importance, and they were looking at the administrative and academic impediments to those students. Some of them were the same as the challenges to the day students, but some of them were particular. The Student Affairs and University Life Council had a discussion with Vice Chancellor Gargano yesterday which included some discussion of the dormitory situation, which he was sure students knew a lot about.

The Faculty Senate looks at its Bylaws every year, and so, during the spring semester, if there are any members of Councils or Committees, and particularly chairs, who had suggestions for changes in the charges or adjustments to the membership, please let the Faculty Senate Office know.

The Outreach Council was working on an important document about the Scholarship of Engagement which had now gone out to all department chairs, personnel committees, and deans, which attempted to reframe the scholarship of engagement and the outreach mission within the context of the mission of the University and particularly the duties of faculty. The Outreach Council, under the leadership of Dan Gerber and Sharon Fross, welcomes your input and reactions to that document.

Finally, the Faculty Senate University Computer and Electronic Communications Committee reported back on SPIRE. We went through an upgrade to the system just before the last pre-registration period, and it had a little bit of a hiccup, but nothing as major as what was experienced before. They welcomed your comments, and also thanked the staff of OIT for getting the University through that. It appeared that the problem was that, four times a year, we had a load that was about eight times the peak load at any other time of the year. It would be costly to create enough computer power to be able to accommodate those four days, and we were just not going to spend that much money, so we would have to redistribute the load somehow. The bottom line was that we needed to redistribute the load so that we did not encounter those peaks.

3. The Representative of the Massachusetts Society of Professors

Senator Steven Brewer stated that, a few days ago, there was a general meeting of the membership of the MSP to approve the bargaining positions that had been worked out by a series of subcommittees and it was worth thanking our colleagues for the work they had put in to come up with a clear and coherent set of proposals that could be taken forward to bargaining, beginning on January 1st. The MSP had put in much more work ahead of time than any other bargaining session that anyone could remember, and hopefully that would lead to quick and fruitful negotiations with the administration regarding our new contract. He commented briefly on the Higher Education Summit that happened a couple of weeks ago. He thanked everyone who was involved in it. It was kind of a magical moment. The MSP had thought, with the new Governor coming in, maybe they could hold a Higher Education Summit and maybe even get him to come. They did not hear anything, and the Governor's representatives said that he would like to, but they were not sure. Then, just a couple of days before Thanksgiving, they said, "guess what? We will be there." In a short period of time, a bunch of people worked very hard to put together the document that you had that laid out a vision not just for the University of Massachusetts Amherst, but for public higher education in the state, to identify what some of the most critical and important issues were, to carry it forward. He hoped that everyone would look at that and consider that going forward. The Governor-elect has expressed support for many of the ideas in it, and, at the public meeting, he said that he understood that the problem of public higher education was that there had never been a champion. He said, "well, you have got one in me now." Senator Brewer thought that was very encouraging, and looked forward to seeing what he would do with the new year.

B. ANNUAL REPORT

2005-2006 Annual Report of the Athletic Council, University of Massachusetts Amherst, as presented in Sen. Doc. No. 07-014.

The report was received.

Professor Carol Barr stated that she served as Co-Chair of the Athletic Council, along with Co-Chair MJ Peterson. This was the report from 2005-2006, and Nelson Lacey was Co-Chair of the Athletic Council then. She mentioned that John McCutcheon, the Athletic Director, would have loved to have attended, but he was in Chattanooga on some other business. The football team was competing in the national championship game Friday evening. John

was also down there because he was a member of the Division I-AA NCAA Championship Committee, so he had a dual task, but she knew what his task would be Friday evening. Just an overview about the Athletic Council: The Council met once a month, and it was a very involved and engaged Council. There was representation from across campus, from the alumni, student representation, etc. We concentrated our work in six different subcommittees: Finance, Facilities, Compliance, Vision, Equity, Student Athlete Welfare and Academics. At every meeting, we like to have a “Meet the Coach” or “Meet the Athletic Administrator” segment, so that we could hear first-hand from athletic administrators and coaches about their jobs and their pressures. We also had a number of invited guests who attended during 2005-2006: Chancellor John Lombardi, Cliff Resnick, Assistant Director for Facilities and Campus Planning, Tom Hannum, Associate Director of the Minuteman Marching Band and Conductor of the Hoop Band, and Sam the Minuteman made an appearance as well at one of our Council meetings, but without his outfit. We were sworn to secrecy and cannot tell you who Sam the Minuteman is. She highlighted a couple of outstanding athletic accomplishments. Student athletes not only competed successfully on the playing field and in the gyms or the pool, but also in the classrooms. There were two Academic All-Americans named last year: Lauren Proctor, from Women’s Softball, and John Korhonen from the Men’s Track Team. A number of teams posted team grade point averages of about 3.0 for the year. There were a total of nine teams that accomplished that. In addition, student athletes and coaches participated in a number of community service activities, and we love to see our athletes and coaches getting involved in community work. They participated in a total of sixteen activities throughout the year. Of course, there was much athletic success on the field, culminating with the Men’s Lacrosse Team competing in the national championship game.

Throughout the year, the Council focused on several projects. The Recreation Center project had been an ongoing topic with the Athletic Council, and we have not let it go. We were glad to see that it was coming to fruition. Cliff Resnick from Facilities and Campus Planning came and made a presentation, showing us some draft plans of the project. Of course, the plans have been altered, with the budget and the cost estimate, but we will be having another presentation at our next Council meeting regarding those plans. It was important to note that this is not an athletic facility, but it is a facility for the whole University community, which is sorely needed on this campus and would certainly improve the quality of student life.

Another big topic that dominated our work during the year was NCAA certification. This was the athletic partner of the academic accreditation processes. It was an eighteen-month process in which the Athletic Department was reviewed and evaluated in a couple of areas, primarily in academic, compliance, equity, and student athlete welfare. The Council was very involved in this process. The chairs of the three subcommittees for certification were all Council members, and Council members were also represented throughout in each. We were very busy participating in these subcommittee activities and the work to put together this report. The on-site review team came on campus in September and met with student athletes, coaches, subcommittee members, Council members, and others, and we were expecting a very favorable outcome. It was not official yet because the NCAA has not signed off on the final document. The Athletic Department should be proud of the results coming out of that study.

We also focused on minority equity and opportunity within the Athletic Department. This was an important part of the NCAA certification process, and it was not just minority equity and opportunity among student athletes, but also among coaches and administrators. John McCutcheon had been charged with reporting annually to the Athletic Council on this particular issue, and, in his report during 2005-2006, he informed us that student athletes, during their exit interviews, indicated that they felt that their treatment, with regard to race and ethnicity, was fair and equitable. No problems were indicated via these student athlete exit interviews, in this area, but the Athletic Department did have a number of programs and services in place for student athletes, should they seek or need assistance.

This year, we are still involved in the Recreation Center project and there are a lot of other things going on, and Professor Barr was sure that, if the I-A/I-AA football discussion reared its ugly head once again, the Council would be involved in those discussions as well.

Senator Mokhtar Atallah asked what steps were being taken for several of our teams that are listed below the academic progress rate.

Professor Barr stated that Academic Support Services had a new director in place, Joan Hopkins, and she was working with the coaches and the teams on that academic piece. The NCAA has a new academic requirement in place, the Academic Progress Rate. A student athlete received a point if they returned to school the next semester, so that we were retaining student athletes, and they received a point if they were academically eligible to compete. With this formula, every team received a grade, and you needed a minimum of 925 in order to maintain scholarships; if you drop below that, you were going to start losing scholarships. She thought that the APR was in its second year of implementation with the sanctions and penalties starting to be handed out this year or next year. The Athletic Department and coaches were very aware of this because the coaches would be hit directly with the

loss of scholarship aid if their team did not fulfill the minimum academic progress requirements, so they were working on support services and working with the student athletes to make sure that takes place. They were paying attention to it because it directly impacted them.

C. **PRESENTATION BY MARISHA LEIBLUM, STUDENT TRUSTEE AND COLLEAGUES FROM THE STUDENT GOVERNMENT ASSOCIATION**

A PDF version of the PowerPoint Presentation is available at:

http://www.umass.edu/senate/fs/minutes/2006-2007/leiblum_presentation_12-14-06.pdf

Lenz Bayas stated that he is going to briefly go over what they are here to talk about, concerning the Higher Education Summit, what brings us to the point of bringing the governor-elect over here and what we are planning on pushing for in the Spring semester. We are here was to talk about the affordability and the accessibility here at the University of Massachusetts Amherst as a public higher education institution. This is part of the attempt to broaden the coalition that we have become a part of as undergraduate and graduate students here, to increase the communication between students, faculty, staff, and the campus community as a whole, on the issues that we are going to be presenting to you.

Student Trustee Marisha Leiblum stated that, as has been in discussion for the past several years, we are facing a crisis in access and affordability in public higher education. We are particularly feeling the effects of this crisis on the University of Massachusetts Amherst campus. She spoke briefly about what has led to this crisis, talked about some of the effects and things students are working on to counteract this crisis, and some ways that students are asking for help. The first thing is that this crisis has started at a federal level, so not only is there a meager overall federal investment in education, but there has been a decreased investment in federally-funded outreach programs. There have been increased interest rates for student loans. The actual buying power of Pell Grants, which have really been the foundation of federal financial aid, has been devastated, and there have been challenges to affirmative action across the country.

Marcie Howe stated that on a statewide level, it has been hitting us pretty hard. Between 2001 and 2004, (scholarship) funds were cut by 36%, which is pushing the cost back onto students who just cannot afford it. There was \$57 million in 1988-89, and it was cut to \$24 million in 2003-2004. There are financial aid disparities for students in different types of institutions. We are seeing that private institutions are being funded better than the state institutions. Right now, they are getting \$18 million in the Gilbert Grant, which is far more than the University of Massachusetts system is getting.

Student Trustee Leiblum stated that MassGrant is the foundation of the Massachusetts grant system, and that is why those statistics are important. On the University level, these changes have been pushed from federal to state, and down to the University of Massachusetts Amherst. So what we are seeing here is that student fees and charges have skyrocketed, and these are higher by and large than national averages. We are seeing a lack of fully funded recruitment and retention programs for underrepresented students, specifically underrepresented ALANA students and working-class students. Since 2001, with the round of budget cuts, one of the first programs to be hit was the ALANA Support Services, including BCP, NAS, ULARC, and SEBS. Upward Bound was hosted on this campus up until about 2000, and then was lost. Talent Search was lost just this past summer. Both of these are federal HUD programs. There was also a department of outreach that was created purely through grant funds, in 2001, and it folded in 2003 due to grant issues. As we have seen on the University of Massachusetts Amherst campus, we have dismantled affirmative action, and, at the same time, we have placed increased emphasis on conventional measures, such as SAT scores and weighted GPAs, which have proven to favor white, upper middle class students.

Carla Dominguez stated that the consequence of this crisis for students and their families is that there is massive loan debt. There are unreasonable work loads as more than a quarter of students between the ages of 16 and 24, in 1995, were found to work more than 20 hours a week, in addition to a full-time course load. There are high dropout, stop-out, and lock-out rates. According to a recent study, 50% of students who do not attend college or who have dropped out midway cite cost as a key obstacle. Even for the neediest students, and after financial aid and the expected family contribution are taken into account, the median amount of unmet need ranges from \$4100-\$5000. The consequences for the Commonwealth are the inability for recent graduates to afford to go into modest-paying, service professions, due to huge loan debt, and poor workforce development and educational attainment for the fastest-growing segments of the state's population.

Thomas Pinhorn stated that the consequences of this financial crisis directly affect the learning experience of students on the campus. We are seeing an increasingly homogenous student body. There are fewer and fewer people from a diverse range of ethnic backgrounds. This campus enrolls half of the amount of Black, Latino, and Native American students who are graduating from Massachusetts high schools. This lack of diversity on campus

affects the experience of many students. They are not able to meet people from different backgrounds, which is a key part in their learning. This also affects discussions within classrooms; you do not see the range of different viewpoints. This situation is not conducive to an effective liberal education. Furthermore, we are seeing an inability for qualified students to access higher education. This is on a national level. We can see that low-achieving, but high socioeconomic status students are attending college at the same rate as high-achieving, low socioeconomic status students. This means that, in some cases, access to higher education is not always a meritocracy. We are seeing people who are not necessarily as academically able as other students who are able to access higher education, because they are more financially able. This, obviously, has consequences in classroom situations, where not everyone has the same starting point as far as academic ability. This decreases the quality of education for all students. Furthermore, due to their financial situation, many students cannot afford to participate in extracurricular activities on campus, because their fees are so high. This campus offers a broad range of extracurricular activities, but these simply cannot be accessed by some students due to many constraints, and also time constraints, because students have to work so much to supplement their income. We have talked generally about how this financial crisis affects students, but now we will share some personal stories about the way that it affected us.

Lenz Bayas stated that he has been very familiar with the UMass system for a while now. His father did his undergraduate degree at UMass Lowell and worked here at UMass in the early 1990s. His brother attended UMass Amherst from 2000 to 2004, followed by himself from 2004 to 2008. Basically, he has been able to see the changes. He has seen the increases in tuition, to hear his parents' exasperation, asking him, "What's going on? When Joey went here, we only had to pay X amount. You are going here and now we have to pay more." This got him into what was going on here in Massachusetts. Why is it that a family who has been very dedicated to the UMass system, has been very happy and proud to have us all attend UMass, is suddenly backpedaling and wondering what is going with public higher education right now.

Marcie Howe stated that she is a transfer student from the California State University system. She went to school there for years, and she transferred to UMass with 130 college credits and \$0 in debt. She had to work for eight years to be in a position to go to college because she never had any outside financial support. She moved to Massachusetts for reasons of family tragedy, and, upon coming here, she realized that the financial situation she is getting herself into is kind of frightening, to say the least. She has decided to try to go back to California to finish her education, but from what it has cost her just from this semester at UMass, she does not have the funds to be able to go back to California to do that. At this point, she is anxious about her future, financially.

Thomas Pinhorn stated that, as an international exchange student, he does not face the same problems as these other students. In fact, he pays home fees, which are completely paid for in grants. However, he wanted to discuss the ways in which faculty and students, in his experiences in England, have been able to open discourses and work together. Just before he started his university career, there were pushes by the government to increase fees in English universities. They ended up increasing the fees, but they were not as high as it was originally going to be, because all of the unions for faculty supported students in their picketing and their strikes against this increase in fees. This had an immediate impact on the environment on all university campuses and within classrooms. A safe environment developed, because students felt that faculty were working with them and supporting them. When faculty were, last year, pushing for an increase in their pay, because their pay was very low in England and is still quite low, they were supported by the majority of students at the majority of universities. At his university, they actually went on strike and went to London and lobbied for an increase in pay for their faculty, because they supported the students and the students had such a close relationship with their faculty. This was despite the fact that, in their striking actions, the faculty were refusing to mark student work, which meant that many students faced potentially not graduating on time and were not receiving all of the feedback that they may have felt they needed. By working together and opening a discourse, it showed that it improves the learning environment for everyone on a university campus.

Kelliann Kelly stated that this is her second year at UMass; she transferred last year as a sophomore. Last year, because she had previously been working full-time, her only financial aid was in the form of loans and she also had to take out alternative loans. Her loan debt from last year totaled \$12,000. This year, she was fortunate enough to get some grants, so her loan totals about \$8,000. In two years, she has already accrued about \$20,000 with one or two years left to go. This year has been very difficult for her because she has had to deal with how to pay for her living expenses, as well as taking a full-time course load. She used to work, on average, about sixteen hours a week on campus, and she realized that was not really working. She cut down her hours on campus, but, in doing that, she had to increase her hours off campus at her job in Springfield. Unfortunately, with that job, she works forty hours a week instead of sixteen. She started here with a GPA above a 3.0, and, right now, she is barely even passing, because she does not have the time to put into the work that she needs to do.

Carla Dominguez stated that these are their responses. Last spring, they started a student-run Student Bridges pilot project. They worked with a variety of community members, administrative centers, and some of the Faculty

Senate to do this. Last fall, they successfully started this project, and just last week, the Student Government Association voted to approve Student Bridges as an official student agency. The mission of Student Bridges is to build reciprocal relationships between University of Massachusetts students and local communities in order to enrich the Amherst campus and to increase access to higher education for underrepresented students.

Lenz Bayas stated that they talked a little bit about the public higher education coalition, which is made up of students, faculty, staff, and members of the campus community. They have been able to get together with faculty and staff and they came up with a white paper document, which basically outlined five points, concerning what they believe will address the issues that were presented about higher education, and how we can solve them. It all culminated in the Higher Education Summit, where they were able to bring Governor-elect Deval Patrick and his transition team and presented these issues to them. Hopefully, this will keep the momentum that we have into the spring, for a lobbying day or something of that sort.

Student Trustee Leiblum stated that there were only six of them here, but for every one of them who had told their story, part of the crisis is that there are people who simply cannot afford to come to the University. There are hundreds more people who are simply shut out. So, in your capacity as faculty senators, they are asking several things. First, they want to begin to have a dialogue with faculty around these issues and they are looking for people to participate in this public higher education coalition. There will be upcoming meetings. They are also working with different student organizations from across the state to organize a Lobby Day in mid-February, just as a start, not as an endpoint, and they are looking for participation in that. They will be back with specific requests. The biggest thing they are asking for is for you to use your leverage as faculty senators to put pressure on the University, both on campus-wide administration and at the Board of Trustees level, to call for an increased investment in recruitment and retention programs for low-income students and underrepresented ALANA students. As we have seen, there is a shortage of centrally-funded, sustained, significant outreach programs at the University right now, and, as you can see, there has been a shift to merit-based financial aid versus non-loan, need-based financial aid. So, whatever strategy you want to pursue, whatever motions you want to pass, it would be extremely beneficial to them if you could, again, put pressure on the upper administration and put pressure on the Board of Trustees to address this as a key priority and a key concern that is affecting the quality of education here and the University's ability to realize its public mission. Lastly, they were looking for the Faculty Senate to create a committee to investigate issues of access and affordability. They are in solidarity with the faculty around struggles to increase the number of faculty on campus and researchers and staff, and they are looking for that level of solidarity to begin to address the crisis of affordability and access that they are facing on campus. This is not the last time they will be here speaking to you, again, this is just meant to serve as a way to begin this dialogue with the Faculty Senate and with faculty at large.

D. NEW COURSES

There are no reports associated with the following motions.

<u>COURSE</u>	<u>TITLE</u>	<u>CREDITS</u>
ARCH-DES 211	"The City"	3
EDUC 300	"Current Issues in Higher Education"	3
ENGLISH 329H	"Tutoring Writing: Theory and Practice"	3
NURSING 150	"Faculty Seminar for Talent Advancement Program"	1
UWW 310	"Experiential Reflection of the Technological World"	3
UWW 320	"Experiential Reflection of Leadership"	3
UWW 330	"Experiential Reflection of Public Policy"	3
UWW 340	"Experiential Reflection of Organizations"	3

MOVED: That the Faculty Senate approve the courses ARCH-DES 211, EDUC 300, ENGLISH 329H, NURSING 150, and UWW 310, 320, 330 and 340, as recommended by the Academic Matters Council.

The motion was seconded and adopted.

<u>COURSE</u>	<u>TITLE</u>	<u>CREDITS</u>
COMM-DIS 540	“Introduction to Autism Spectrum Disorders”	3

MOVED: 15-07 That the Faculty Senate approve the course COMM-DIS 540, as recommended by the Academic Matters and Graduate Councils.

The motion was seconded and adopted.

<u>COURSE</u>	<u>TITLE</u>	<u>CREDITS</u>
E&C-ENG 667	“Synthesis and Verification of Digital Systems”	3
EDUC 610	“Investigating Science Classrooms”	3

MOVED: 16-07 That the Faculty Senate approve the courses E&C ENG 667 and EDUC 610, as recommended by the Graduate Council.

The motion was seconded and adopted.

E. NEW BUSINESS

1. Special Report of the Academic Priorities, Graduate and Program and Budget Councils concerning A Ph.D. in Management with a Concentration in Hospitality and Tourism Management, as presented in Sen. Doc. No. 07-015 with Motion No. 17-07.

MOVED: 17-07 That the Faculty Senate approve the Ph.D. in Management with a Concentration in Hospitality and Tourism Management, as presented in Sen. Doc. No. 07-015.

The motion was seconded and adopted.

2. Special Report of the Academic Priorities, Graduate and Program and Budget Councils concerning A Ph.D. in Management with a Concentration in Sport Management, as presented in Sen. Doc. No. 07-016 with Motion No. 18-07.

MOVED: 18-07 That the Faculty Senate approve the Ph.D. in Management with a Concentration in Sport Management, as presented in Sen. Doc. No. 07-016.

The motion was seconded and adopted.

3. Special Report of the Academic Matters Council concerning Expansion of University Without Walls Course Options, as presented in Sen. Doc. No. 07-017 with Motion No. 19-07.

MOVED: 19-07 That the Faculty Senate approve the Expansion of University Without Walls Course Options, as presented in Sen. Doc. No. 07-017.

The motion was seconded and adopted.

4. Special Report of the Academic Matters Council concerning Elimination of the following HFA College Requirement: “In addition to the General Education requirement, completion of two 3-credit courses from the College of Social and Behavioral Sciences and/or the College of Natural Sciences and Mathematics,” as presented in Sen. Doc. No. 07-018 with Motion No. 20-07.

MOVED: 20-07 That the Faculty Senate approve the Elimination of the following HFA College Requirement: “In addition to the General Education requirement, completion of two 3-credit courses from the College of Social and Behavioral Sciences and/or the College of Natural Sciences and Mathematics” and that the Rules Committee be requested to consider a general review of breadth expectations in the curriculum, as presented in Sen. Doc. No. 07-018.

Senator Atallah stated that, as the document mentions, changes in the requirements for the curriculum usually rests with the faculty of that school or college. However, in the past, these changes have been to enhance the education and learning outcomes of the students. This proposal by the College of Humanities and Fine Arts was just to eliminate two requirements without explanation or articulation of the impact of that, the need for it, and an explanation of how it is going to enhance the education of the students. One of

the factors that they were concerned with was that these requirements were originally in place to enhance the breadth of the education of the students, in addition to maintaining requirements for their degree. The whole issue of “what is breadth?” and does our curriculum in general provide what is needed, and how to implement programs to achieve what is needed, should be a topic that the whole campus should start to discuss. It is very important when looking at assessment of the educational outcomes for students, and this should be an issue that is very important to the campus.

Senator Enoch Page asked how long this had been debated, and what the nature of the discussion before was.

Senator Atallah answered that this was voted on two years ago in HFA, however, there have been some changes in the administration and changes in the leadership of the curriculum committee and leadership of the college. This led to this report coming to the Academic Matters Council at the beginning of this semester. They contacted the College to ask for an explanation. What they received from the College was a response that the College had voted on it and agreed on it; no further explanation was provided or an answer to their question of how this was important to the curriculum of the students in HFA. They agreed that the College decides on what they want to do with their curriculum, but this raised for the Academic Matters Council the whole issue of breadth of the education for students.

Senator Richard Bogartz stated that this is something that requires passage in the Faculty Senate. It is not the college that decides.

Presiding Officer Robert Wilson answered that they are about to vote on it. The motion is in two parts: one, that the Faculty Senate approve the changes of HFA requirements, and second, that the Rules Committee be requested to consider a general review of breadth expectations in the curriculum.

Senator Bogartz stated that it seems to be an unwieldy way to go about this. What we were in need of is some kind of presentation of why this makes sense, and we are not getting that. It seemed to him that it should be sent back, and they should ask the people to come forward and say why this makes sense and why there is a need to do it, instead of asking the Rules Committee, after the deed is done, figure out what the situation is. We should know more about the situation now.

Secretary May stated that he agreed that the College of HFA made less than a fully persuasive case on this and he pointed out that since we adopted the general education requirements in 1985, the breadth requirement goes back to prior to 1985. HFA may be the only college or school that has a requirement for breadth.

Senator Edward Chang stated that, in the College of Natural Science and Mathematics, there was also a requirement for two courses outside of the college.

Secretary May stated that, then, there were two colleges with this requirement. The College of Social and Behavioral Sciences does not have this requirement. We need to treat the colleges equally. If there is going to be a breadth requirement for the BA degree or the BS degree, it should be campus-wide, and should not be restricted to applying to just one college. This is going to go back to the Academic Matters Council and/or perhaps another Council, if it gets into the Rules Committee, but the review of the questions is this: is the general education curriculum a sufficient breadth requirement for all of the degree programs on campus, or should something be required in addition to that? If we are going to invest in breadth as a campus, then we should, but it should be applied to all of the schools and colleges, or all of the schools and colleges that offer the BA degree, if that is the degree we think needs to have additional breadth, and not simply hold up one college. This had the support of the previous dean and the current dean, the previous curriculum committee and the current curriculum committee. He will not speak for them, but he agreed with Senator Atallah that the case that they presented was not as persuasive as many of the cases they get, on educational grounds. On the merits, he agreed that all BA degrees on the campus should have an additional breadth requirement, but at the moment, we do not have that requirement, so it would be discriminatory to apply that to this one college and not to all colleges who offer the BA degree, for example.

Senator Atallah stated that the report of the Academic Matters Council says that the proposal would be considered in terms of current policy; however, this should not be a precedent for our ongoing discussion. What we are doing here is establishing a precedent that there are no breadth requirements; we are not just approving that proposal, but going forward to define what we should require for breadth. Are general education requirements sufficient? Does the future call for more breadth for all majors on campus? Do we expand breadth as general education or do we expand it as specific requirements added

to each college's requirements, for the preparation of their students for their future careers and endeavors? That is something that has to be decided.

An unidentified faculty member stated that, if this is ultimately the responsibility of the Faculty Senate, then why can we not ask them to actually explain to us why they want us to do this, and presumably, that could be done by the next meeting, and we could vote it up or down. This is a serious thing. We have sent proposals for courses back to departments over punctuation, and this seems to be a little more serious than that.

Presiding Officer Wilson asked if he was making a motion to table.

Senator Page stated that making a motion to table would not necessarily send a message back to HFA.

Presiding Officer Wilson answered that they could table the motion or defeat it.

Senator Roland Chilton stated that he believes that a request for information is eminently reasonable. He thinks that the suggestion that the Rules Committee consider forming a committee to review the breadth of learning is overdue. We should seriously consider doing that. He moved that they table this discussion until the Rules Committee has had a chance to review it, and has at least established a committee with a charge. He moved to refer it to the Rules Committee.

The motion to refer to the Rules Committee was seconded and adopted.

5. Special Report of the Committee on Committees concerning Nominations to Faculty Senate Councils and Committees, as presented in Sen. Doc. No. 07-019 with Motion No. 21-07.

MOVED: That the Faculty Senate approve the Nominations to Faculty Senate Councils and Committees, as presented in Sen. Doc. No. 07-019.

21-07

The motion was seconded and adopted.

6. Special Report of the General Education Council concerning Recommended General Education Designations for EDUC 300, CLASSICS 102 and 202, as presented in Sen. Doc. No. 07-020 with Motion No. 22-07.

MOVED: That the Faculty Senate approve the General Education Designations SB for EDUC 300, HS for CLASSICS 102 and AT for CLASSICS 202, as presented in Sen. Doc. No. 07-020.

22-07

The motion was seconded and adopted.

The 658th Regular Meeting of the Faculty Senate stood adjourned at 4:37 p.m. on December 14, 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