



**First Report of the  
College of Humanities and Fine Arts Team:  
*Community Diversity and Social Justice Initiative***

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## Introduction

Our Committee was constituted in November, 2004, and has been meeting regularly to address the charge given to us by Dean Edwards. That charge was to review the *Academic Affairs Community, Diversity, and Social Justice Report – Fall 2003*<sup>1</sup> (AACDSJ Report) and to formulate a set of change goals based on that data.

The ultimate goal, as noted in the AACDSJ report, is to develop “internally derived benchmarks (that is, levels of improvement that we as members of the campus community wish to see) that can serve as important tools for assessing our own improvement in creating an inclusive and equitable learning, working, and living environment” (22). Two elements crucial to this goal are:

- Support from leadership (that is, the Dean and Department Heads and Chairs);
- Sufficient resource allocations to achieve results.

The Committee asks that this report be considered a working draft. Our “charge,” if we may call it that, is that readers of this report will address the implications of the data and how to link them to the mission of our College and each Department.

This report includes goals and recommendations for:

- Overall Structure and Environment of CHFA
- Faculty Recruitment, Hiring and Retention
- Curriculum
- Instructional Methodology
- Undergraduate Student Recruitment and Retention
- Graduate Student Recruitment and Retention

Appendices Include: (A) Summary Review of Data, (B) Some Suggested Resources for Follow Up, and (C) Further Discussion of Religion Program.

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<sup>1</sup> Access the full report at <http://www.umass.edu/wost/cdsj/report/>

## **OVERALL STRUCTURE AND ENVIRONMENT**

### **Goal:**

*Create a mission statement for CHFA that stresses inclusion and respect for all constituents – students and employees – in both its guiding principles and day-to-day interactions. Make that mission statement an ongoing point of reference for all CHFA activities and practices.*

### **Data:**

- Classified staff members perceive that their job description does not adequately describe their duties and that they are being asked to take on responsibilities not in their job descriptions. (AACDSJ Report, iii).
- At the present time, there is no mechanism available to reward an excellent classified staff person, and there is no way to promote classified staff other than to have their position upgraded. (CHFA Diversity Committee, Staff sub-committee).
- Classified staff employees expressed relatively negative responses on a range of questions dealing with “Employee Harmony” and particularly on three items: “At UMass, professional employees respect classified employees” (Q. 63), “People at UMass treat each other with respect” (Q. 66), and “At UMass, faculty respect classified employees” (Q. 75). CHFA classified staff, CHFA professors, and CHFA ALANA employees across categories were less likely to express agreement with this set of statements than those in the other school/colleges. (Office of Academic Planning and Assessment [OAPA]).

### **Recommendations:**

- Have one person in charge of overseeing all CHFA CDSJ initiatives.
- Establish a Standing CDSJ Committee within CHFA, to be comprised of members representing every Department and significant representation of undergraduate and graduate students. Establish a periodic reporting protocol on these issues among the Dean, the Standing Committee, Department Heads and Chairs, staff, and students.
- Strongly advise each department to distribute this report to all of its members and devote at least one departmental meeting to discussing its contents and formulating strategies for addressing its recommendations.
- Organize an annual all-CHFA employee retreat that will focus on issues of team building, inclusion, diversity, respect, and shared identity. Perhaps apply to the UMass Amherst Alumni



Association grant program for funding (\$2000 per group per year). Another potential funding source is the Chancellor's Counsel on CDSJ—Small Grants Program which invites “innovative proposals for activities which bring together people from two or more different communities or constituencies to promote mutual respect and understanding of CDSJ issues” (\$250 - \$1500).

- Provide formal recognition and reward for contributions to diversity, five each year of \$1000 each. Classified and professional staff, students, and faculty including TAs and TOs will all be eligible for the awards. No more than one per department per year, and departments will be required to nominate their candidate. CHFA CDSJ Committee will decide who gets the awards. Publicize widely who has received the awards.
- Establish a Student Leadership Group or program on CDSJ initiatives within CHFA.
- Discuss and distribute information about what mechanisms are in place for monitoring and enhancing race/gender equity in promotion and pay among classified employees.
- Review and update all non-faculty job descriptions, with the goal of establishing a mechanism for linking promotions to individuals and to equalize pay and responsibility between classified and professional employees. Facilitate the process of transfer of classified to professional positions for those employees already performing those responsibilities.

## **FACULTY RECRUITMENT, HIRING AND RETENTION**

### **Goal:**

*Build on existing strengths in attracting diverse faculty by ensuring that diverse faculty representation exists in all CHFA departments.*

### **Data:**

- ALANA tenure-system faculty in CHFA total 14.6%, compared to 14.9% University-wide, with relatively even distribution across Asian, Black, and Hispanic members. (OIR, Fall 2004) There are differences, however, among Departments within CHFA regarding ALANA tenure-system faculty. The five departments below have no such faculty members, but only Linguistics and Music and Dance are considered to be underutilizing\* availability estimates. (OIR, Fall 2004)
  - Classics
  - Judaic and Near Eastern Studies
  - Linguistics
  - Music and Dance
  - Philosophy



*\*Please note: Availability and utilization analyses are based on complex sets of data and draw on national databases, as detailed in the Affirmative Action Plan issued by the Equal Opportunity and Diversity office (EOD). The latest Plan was issued for the year 2002-2003, and the next version will cover the years 2003-2005. The next version will include updated information from national databases about the availability of women and ALANA candidates in all departments, and should be reviewed to update the figures reported here.*

- Women tenure-system faculty in CHFA total 39.3%, compared to 30.1% University-wide. The following departments are underutilizing women faculty as of 3/31/02 (Affirmative Action Plan 2002-2003, Equal Opportunity and Diversity Office, p. 22):
  - Afro-American Studies
  - Asian Languages and Literatures
  - Comparative Literature
  - English
  - French & Italian
  - Germanic Languages and Literatures
  - Music & Dance
  - Spanish & Portuguese.

**Recommendations:**

- A clear, public statement and plan from the Provost and the CHFA Dean about what recruitment strategies are desirable and what funding is now available for the hiring of faculty and professional staff of color and women.
- Recruit diverse faculty aggressively. Send representatives to national and regional gatherings of graduate students and beginning faculty of color, such as The Compact for Diversity, and ENCORE.
- Draft an Academic Hiring Guide, to include successful diversity recruitment practices used at other institutions, such as the Rochester Institute of Technology.
- For retention, identify successful and needed support and mentoring systems for faculty of color and strengthen or institute those mechanisms.
- Create a tracking system to look at rates of attrition and retention of faculty of color and women on an annual basis. Institute an exit interview process when faculty resign or retire. Institute a

questioning procedure when potential faculty members of color decline offers from CHFA to teach at this institution.

## **CURRICULUM**

### **Goal:**

*Continue to infuse general-education and departmental courses with diversity themes by offering significant numbers of Gen-Ed U and G designated courses.*

### **Data:**

- Of all General Education courses offered in Spring 2005 that are coded G (global diversity) or U (United States diversity), 70% of G-coded courses and 40% of U-coded courses are offered through CHFA. Almost every Department in CHFA lists on its course offerings at least one general-education course coded G or U. A few departments offer several courses in each code. (Source: SPIRE)
- Enrollment in diversity courses (as compared to non-diversity courses) was a significant determinant of the quality of students' interactions with diverse peers (North East Association for Institutional Research [NEAIR], 11/15/04).
- Religion is one form of diversity which has not been studied or accounted for in our data thus far; for courses on religion, the University is dependent upon courses only occasionally taught by faculty in various Departments, none of whom are trained in the academic study and teaching of religion.

### **Recommendations:**

- Update the list of U- and G-coded courses offered through CHFA and make that list easily accessible to students. Work with the General Education Council to make the process of securing a U or G designation easier. In addition, work with the General Education Council in compiling more-detailed guidelines for U- and G-coded courses, and making those guidelines available to TAs, TOs, and adjuncts who teach many of those courses.
- Encourage each department to specify in its course listings upper-level and graduate courses that incorporate diversity themes (global, religious, national, race, class, gender, sexuality, disability)
- Support faculty applications to the Center for Teaching's "Grants for Professional Development in Teaching" which is linked to the periodic multi-year review for tenured faculty, with emphasis on including diversity themes in existing courses.

- Reinststitute the Faculty Growth Grants within CHFA for curriculum development, this time for diversity topics. Instructors (tenure, tenure-track, lecturer, adjunct, and graduate teaching assistants and associates) will be required to submit proposals; five awards of \$1000 will be given each year to buy materials to prepare a new diversity-related course. The standing CDSJ Committee will decide who will get the awards.
- Provide more funding for TAs and TOs to teach general-education courses and/or discussion sections.
- Explore the possibility of strengthening the Program in Religion (see Appendix C for further discussion).

### **INSTRUCTIONAL METHODOLOGY**

#### **Goal:**

*Provide instructors professional development opportunities that will support them to work with diverse students and diversity themes.*

#### **Data:**

<b>Table 1. CDSJ Centrality to CHFA Faculty (5-Point Scale in which 1=Not Central and 5=Central)</b>	
<b>Aspect of Faculty Life</b>	<b>% marking 4 or 5</b>
CDSJ and Day-to-day responsibilities	70%
CDSJ and University service	60%
CDSJ and Interaction with coworkers	75%
CDSJ and Interactions with students	85%
CDSJ and Your teaching	85%
CDSJ and the Content of your courses	73%
CDSJ and Your research	62%

- Higher percentages of ALANA students report being the subject of stereotyping and derogatory comments from course instructors and other students in the classroom (AACDSJ Report, Fig. 10, p. 18).

- “Teaching undergraduate students about social diversity and social justice issues requires careful teacher preparation and ongoing coaching and consultation” (Manuscript in progress, “Promoting Student, Faculty and Institutional Development in Diversity Initiatives: Institutional Transformation at UMass Amherst” by Ximena Zúñiga of the School of Education, 15). This is particularly important because “tensions inherent in the student body’s social and cultural diversity . . . often impede the formation of a unified community and lead to endemic inter-group tensions and volatile classroom discussions” (ibid, 3).

### **Recommendations:**

- Alert faculty to “Faculty Grants for Teaching” program through the Center for Teaching, which awards up to \$1500 to “encourage faculty to explore new and improved approaches to instruction.”
- Apply to the Center for Teaching’s “Teaching and Learning in the Diverse Classroom” program, which awards a block grant of \$15,000 for ten participants from a school/college, on how to teach a class of diverse learners in a way that encourages participation and values input from all students.
- Provide professional development for instructors of color for working with a class of majority white students.
- Reinstigate the Faculty Growth Grants within CHFA for curriculum development, this time for diversity topics. Faculty will be required to submit proposals; five awards of \$1000 will be given each year to buy materials to prepare a new diversity-related course. The Standing CDSJ Committee will decide who will get the awards.
- Apply for Hewlett Foundation Pluralism and Unity grant (School of Education had one) which encourages establishing a “community of practice” of faculty on diversity themes.
- Institute a one-credit graduate seminar on how to teach diversity courses, such as “Practicum in Diversity Teaching.” This could be a real plus for graduate students on the job market.

### **UNDERGRADUATE STUDENT RECRUITMENT AND RETENTION**

#### **Goal:**

*To increase the diversity of CHFA students by attracting higher numbers of diverse undergraduates to the college, and to keep them enrolled in the college through graduation.*



**Data:**

- The undergraduate ALANA student population majoring in CHFA is 11.1%, significantly lower than the total ALANA student population University-wide of 16.5%. (Source: Office of Institutional Research [OIR], Fall 2004)
- There is relatively even distribution across Asian, Black, and Hispanic groups in both the CHFA undergraduate and graduate-student populations. (Source: OIR, Fall 2004)
- Women comprise 54.9% of CHFA undergraduates vs. 49.5% University-wide. (OIR, Fall 2004)

**Recommendations:**

- Re-survey CHFA undergraduate students for more specific information about ALANA students' attitudes about the college.
- Create an orientation program for CHFA ALANA students.
- Establish a student leadership group for ALANA students in CHFA.
- Provide CHFA-specific advising for ALANA students. Make more explicit the types of careers and earning potential that can result from having a degree in a CHFA major.
- Identify factors that attract ALANA students both to CHFA and to other school/colleges on campus, to use as an advising tool and to promote CHFA majors.
- Do targeted outreach to potential ALANA students locally and nationally; look at existing programs in the Isenberg School, School of Engineering, and School of Nursing (federally funded).

**GRADUATE STUDENT RECRUITMENT AND RETENTION****Goal:**

*Build on strong recruitment practices, and start a mentoring program that will support diverse graduate students in CHFA.*

**Data:**

- Graduate student ALANA population in CHFA is 20.1% exceeding the University total of 15.1% (OIR, Fall 2004).



- Women are 58% of CHFA Graduate students vs. 50.5% University-wide (OIR, Fall 2004).
- There is relatively even distribution across Asian, Black, and Hispanic groups in both the CHFA graduate student population (OIR, Fall 2004).

### **Recommendations:**

- Collaborate with the existing Diversity and Opportunity, Graduate Student Recruitment and Retention office in Graduate School.
- Highlight programs such as mentoring and professional development available to diverse graduate students at UMass during recruitment of potential graduate students.

### **Conclusion**

Our work is in accord with that of the campus-wide commission on diversity. We also want to reiterate the following from the Chancellor's Draft Action Plan On Improving Campus Diversity, March 12, 2005:

We recognize the complexity of the issues we address, the long history of achievement on which we draw for insight and inspiration, and the intense commitment expressed by so many voices reflected in the Commission report...we believe that diversity is a core issue and part of the mainstream of campus life...it is through the success of our academic programs that we best serve our students, most effectively engage our faculty, and most productively enhance the Commonwealth (page 1).

We reiterate the statement in the 1999 Academic Deans' Letter to the Provost on Diversity and Multiculturalism that "the challenge, then, is not simply the successful recruiting and retention of diverse groups but the building of a community in which people learn to respect and value one another for their differences, yet at the same time, they are drawn together by certain fundamental values that they share in common as scholars and citizens" (AA CDSJ Report, ii).

## Appendix A

### Summary Review of Data

The information in this section is provided both in terms of University-wide and CHFA-specific.

**University-Wide Summary of Overall Findings** (the following language is directly quoted from the AA CDSJ Report, p. iii)

- There is strong support for the goals of CDSJ as central to the mission of UMass.
- The University has made progress in increasing the percentage of women in all job classifications, but still has a low percentage of racial minorities in all job classifications.
- Employees have relatively positive perceptions and experiences within their immediate work environment. Employees are less satisfied with the campus climate as a whole.
- Employees generally rate the quality of day-to-day supervision from their immediate supervisor positively. Classified staff members perceive that their job description does not adequately describe their duties and that they are being asked to take on responsibilities not in their job descriptions.
- Faculty believe that CDSJ concepts should be central to the way they teach and somewhat central to the content of their courses.
- Seventy percent or more of undergraduates in each racial/ethnic group report that they have had opportunities in their classes to learn about different racial and ethnic groups in a non-threatening way.
- Black, Latino, and Native American students are less likely to believe there is respect for cultural diversity on campus, see the campus as less diverse, and perceive less of an institutional commitment to diversity than do White and Asian students.

### **CHFA-Specific Key Findings**

The following data merit close attention as they point to specific Strengths and Areas for Improvement. CHFA has much to celebrate and build upon even as it acknowledges challenges to meet.



- Among students, there is a positive correlation between majoring in CHFA and rating courses as helpful in developing multicultural skills, defined as the ability to work cooperatively with diverse people; understanding of people of other racial and ethnic backgrounds; openness to having your views challenged; ability to see the world from someone else's perspective; and knowledge about the cultural background of others. (Source: North East Association for Institutional Research [NEAIR] conference presentation, 11/15/04, Martha Stassen, Director of Assessment, Office of Academic Planning and Assessment [OAPA]).
- Classified staff employees expressed relatively negative responses on a range of questions dealing with "Employee Harmony" and particularly on three items: "At UMass, professional employees respect classified employees" (Q. 63), "People at UMass treat each other with respect" (Q. 66), and "At UMass, faculty respect classified employees" (Q. 75). CHFA classified staff, CHFA professors, and CHFA ALANA employees across categories were less likely to express agreement with this set of statements than those in the other school/colleges.
- Many classified and professional employees perform nearly identical duties while functioning under totally different labor categories, with vastly different pay scales and privileges. There is considerable pay disparity between professional and classified staff, even when individuals from each are doing virtually the same job. At the present time, there is no mechanism available to reward an excellent classified staff person, and there is no way to promote classified staff other than to have their position upgraded. In order for an upgrade to take place, additional duties and responsibilities are required to be included into the new job description. A position upgrade is in essence a promotion of the position rather than a promotion of the individual. (Source: CHFA Subcommittee, Classified Staff)

### **Other Relevant Data Regarding Teaching and Learning**

UMass Amherst has been participating in a multi-institutional Diverse Democracy study, which included classroom studies of three undergraduate courses: two general-education courses that fulfill a diversity requirement and an introductory management course as a comparison group. The research focused on whether participation in diversity courses had a positive effect on students' development in terms of social action engagement and moral reasoning. Key findings include the following:<sup>2</sup>

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<sup>2</sup> All quotations and citations in this section are from a manuscript in progress, "Promoting Student, Faculty and Institutional Development in Diversity Initiatives: Institutional Transformation at UMass Amherst," by Ximena Zuniga of the School of Education.

- Taking a diversity course has a direct effect on students' moral reasoning, and course pedagogy that encourages cross-group student interaction enhances this development (NEAIR, 11/15/04). Active learning in diversity courses (vs. lecture format) "increase[es] critical thinking dispositions, which in turn promote higher moral reasoning . . . It is not simply the presence of diverse peers or diverse content, but also the opportunities for meaningful interaction in the classroom, that promote positive learning for students" (17).
- "UMass Amherst students are more likely to indicate that they have included diverse perspectives in assignments, had serious conversations with students of a different race and student who differ in values and beliefs, and to report higher gains in understanding people of other racial/ethnic backgrounds than students at other Research Universities participating in the National Survey of Student Engagement" (19).
- "In-depth interviews with instructors who participated in the Teaching and Learning in the Diverse Classroom [program, offered by the Center for Teaching] highlighted that personal motivation for enhancing one's professional development as college teachers was as important as ongoing institutional support" (22).
- Enrollment in diversity courses (as compared to non-diversity courses) was a significant determinant of the quality of students' interactions with diverse peers (NEAIR, 11/15/04).

## Appendix B

### Some Suggested Resources for Follow-Up

**Compact for Faculty Diversity Scholar Directory:** <http://www.instituteonteachingandmentoring.org>

Database which showcases over 700 doctoral scholars and successful Ph.D. recipients who are committed to pursuing careers in the professoriate. The database pool consists of scholars from:

- Southern Regional Education Board (SREB)
- New England Board of Higher Education (NEBHE)
- National Institutes of Health
- National Science Foundation (Alliance for Graduate Education and the Professoriate Program) and (social, Behavioral and Economic Sciences Minority Postdoctoral Research Fellowship Program)
- Alfred P. Sloan Foundation Minority Ph.D. Program

Benefits of Using the Directory.

- Way to maintain contact with colleagues from similar academic backgrounds
- Exposure to faculty and research recruiters from four-year universities and colleges who are seeking minority faculty
- Unlimited use of and access to database; as long as information is updated annually
- Advantage over other minority Ph.D recipients who are seeking employment in the professoriate

**On the importance of Diversity in Higher Education:** [www.acenet.edu/](http://www.acenet.edu/)

Statement of the American Council on Education (ACE) and other institutions of higher education across the country.

**The American Association of University Professors (AAUP) Resource Guide to Diversity in Education** compiled and maintained by the Committee on HBCUs and Scholars of Color.

- Institutional Efforts to Diversify the Faculty
- Academic Hiring Guides
- Minority Faculty Recruitment, Hiring and Retention
- Women in the Academy
- Guides for Supporting under-represented Doctoral Candidates



- Teaching and Diversity
- Campus Climate
- Psycho-Social Impact
- Affirmative Action
- Tenure Issues
- Legal Issues
- Black Colleges
- Tribal Colleges
- Hispanic Serving Institutions

**American Association For Higher Education Diversity Resources:**

<http://www.aahe.org/diversityresources/htm>

**Association of American Colleges and Universities:** [www.aacu.org/](http://www.aacu.org/)

- Resources on Civic Engagement
- Diversity and Learning
- Programs and Initiatives to develop avenues through which students learn about the promise and reality of American democracy and develop a commitment to participating in building more just and equitable communities here in the U.S. and in the global community

**Diversity Digest:** [www.diversityweb.org](http://www.diversityweb.org)

- Articles and resources which may be helpful for chairs in working with faculty around diversity issues

**Online Resources for Faculty on Diversity in the Classroom**

- Washington Center for Improving the Quality of Undergraduate Education. Teaching and Learning in the Context of Cultural Differences.  
[www.evergreen.edu/washcenter/fall2000/fall2000cover.htm](http://www.evergreen.edu/washcenter/fall2000/fall2000cover.htm)



- University of Michigan Center for Research on Learning and Teaching: Annotated Bibliographies. Occasional Papers and Other Resources on Multicultural Teaching. [www.crit.umich.edu/multibiblio.html](http://www.crit.umich.edu/multibiblio.html)
- Arizona State University Intergroup Relations Center resources for faculty and teaching assistants to help manage classroom diversity and achieve desired educational outcomes. [www.asu.edu/provost/intergroup/resources/facresources.html](http://www.asu.edu/provost/intergroup/resources/facresources.html)
- The Center for Teaching and Learning – University of North Carolina at Chapel Hill 1998. Diversity in the College Classroom. [www.unc.edu/depts/ct/tfitoc.html](http://www.unc.edu/depts/ct/tfitoc.html)
- Center For Teaching, University of Massachusetts. [www.umass.edu/cft/](http://www.umass.edu/cft/)

### **Students with Disabilities in Higher Education**

- Teaching college students with learning disabilities: ERIC Digest: <http://ericdigests.org/2002-3/college.htm>
- HEATH Resource Center: The national clearinghouse on post-secondary education for individuals with disabilities. <http://www.heath.gwu.edu/>
- AHEAD: Association on Higher Education and Disability <http://www.ahead.org/>
- Universal Design for Learning: <http://www.cast.org/research/udl/index.html>
- UMass Disability Services: <http://www.umass.edu/disability/>

## Appendix C

### Further discussion of Religion Program

There is one form of diversity which has not been studied or accounted for in our data thus far, although it is of increasing importance on our campus as well as on the national and international scenes: religion. It is fair to say that our students, faculty, and staff are not all secular or practitioners of the same religion, if they are religious. Increasingly, issues of religion and state and the role of specific religions on the world stage affect all our lives and are certainly important for informed citizenship in the 21st Century. Given the central role of religion in our contemporary world, the study of religion as an academic discipline is of increasing importance. Courses in the academic study of religions would allow students not only to critically study their own religion or those with which they are familiar, but it would also allow them to learn about the religious beliefs, practices and values of religions with which they are not familiar, with those they may consider "other." Those students, faculty, and staff who practice these religions which are too often considered as negatively "other" would be less marginalized and, perhaps, feel more included and welcome within our academic community. This would, no doubt, have a salutary effect upon and help foster not only the recruitment but the retention of a diverse student body, faculty and staff.

Suggested actions UMass might take:

1. Explore the possibility of strengthening the Program in Religion, perhaps along the lines of the University of Massachusetts Boston. They have specific appointments and courses in Religion. We have a Certificate Program in the Study of Religion that offers only one course, Religion 112, "Introduction to Religion," which is taught by two members of the History Department, neither of whose specialty is the academic study of Religion; they teach this course as a service to the institution. We are dependent upon courses only occasionally taught by faculty in various Departments, none of whom are trained in the academic study and teaching of religion.

Enhancing offerings in the areas of Islam, Christianity, and Hinduism -- where we have no offerings at present -- would be important. Although we do have a Department of Judaic and Near Eastern Studies, only courses in Arabic are offered under Near Eastern Studies and the courses in Judaic Studies are not specifically in the academic study of religion, but in history and culture. As a result, there are no appointments, for example, in Hebrew bible or the Talmud and rabbinic literature, the core of Judaism as a religion. This underscores the difference between ethnic studies -- under which rubric the Department of Judaic and Near Eastern Studies is located -- and religious studies. Although ethnicity and religious orientation or affiliation may in some cases overlap, they are distinct categories of identity and are certainly different, if contiguous, fields of study. An increased focus on and development of faculty and courses in the academic study of religion would draw on, but importantly go beyond, the offerings



and programs UMass already has in place. Further, the academic study of religion would add to the curriculum not only by filling a significant lacuna, but would also enhance the education of students in a variety of other fields, from political science to history, anthropology and literature.

2. While the focus of the development of the academic study of religion at UMass is primarily intellectual, and properly so, it also will have a significant impact on campus life and may well serve to increase civility at UMass at all levels: students, faculty, and staff.

For the academic study of religion at UMass Boston, see [www.umb.edu/academics/undergraduate/religion/index.html](http://www.umb.edu/academics/undergraduate/religion/index.html). For inquiries, email: [religion.eas@umb.edu](mailto:religion.eas@umb.edu)