Presiding Officer Robert Wilson called the 673rd Regular Meeting of the Faculty Senate to order on April 24, 2008 at 3:30 p.m. in Herter Hall, Room 227.

1. COMMITTEE OF THE WHOLE

“SCHOLARSHIP OF ENGAGEMENT”

Moderator: Sharon Fross, Vice Provost for Outreach

Presenters: Members of the University Service, Public Service and Outreach Council
Jack Ahern, Landscape Architecture and Regional Planning
David Glassberg, History
John Reiff, Commonwealth College

(QUESTIONS AND DISCUSSION TO FOLLOW)

Sharon Fross, Vice Provost for Outreach

Since 2004, there has been a lot of conversation about outreach and what it means to the University. The Faculty Senate Outreach Council has been looking at the conversation taking place nationally. We wanted to give you an overview about the work we have been undertaking, to outline the national perspective, and then to have members of the academic community share the work that they are undertaking in their disciplines. After that, we want to provide an opportunity for you to ask questions.

The academic community, especially the Faculty Senate Outreach Council, has been very engaged in defining outreach and service. Since I have been here, I have talked about outreach as the integration of teaching and research. It is not just service. It is work that faculty undertake with external constituencies to inform or enhance their research and teaching. There has been a national conversation about this work at major research-intensive universities across the country for the last dozen years. After Ernie Boyer, Scholarship Revisited, challenged public universities to look at their role in their communities and states. This has become especially more important as state legislatures look to their public universities to engage in economic development initiatives to solve social, cultural, educational and environmental issues.

The national conversation began with the Kellogg Commission. It continued with Wingspread and NASULGC. Many institutions across the country including Wisconsin, Ohio State, Georgia, Virginia Tech, Penn State and Michigan State began to have conversations within their academic communities about service and engagement. For well over the last decade, academic communities such as UMass Amherst began talking about what this work meant for their institution. We began this conversation through the Faculty Senate Outreach Council.

In the summer of 2006, the Council and Outreach commissioned a White Paper, which defined outreach and engaged scholarship for UMass Amherst. In addition, last fall, we felt that the academic community was at a place where it could have a symposium on engaged scholarship. Some people who are here today participated in that. The Outreach Council then came forward with a number of recommendations. It was clear in these conversations that many people across the institution were unaware of the range of work that faculty are undertaking. The Council felt that it was important that we develop a compendium of this work to look at how this work is valued within each of the academic disciplines.

Today we are here to talk about the work that faculty are undertaking in different parts of the institution within their disciplines. This is especially important now as the institution is beginning a strategic planning process. We are having a conversation about what it means for UMass Amherst to be a flagship university. We all understand what it means to undertake research and teaching. There are still questions about what it means to be an engaged university. How do we undertake outreach? How is that valued within academic disciplines and within the University as a whole?
Jack Ahern, Landscape Architecture and Regional Planning

In an applied professional discipline such as Landscape Architecture and Regional Planning, the scholarship of engagement is not only accepted but increasingly recognized as a legitimate, rigorous and appropriate form of scholarship. Scholarly engagement supports the mission of professional disciplines to serve the public. Students engage in real-world projects where they gain valuable experience interacting with the public, presenting relevant research and concepts from analogous locales around the country, and reflecting on the experience through a scholarly lens. We are proud that the scholarship of engagement at LARP is an integral part of a departmental culture of engagement which emphasizes civic responsibility, professional ethics and public discourse on timely issues of environmental and community concern. This culture of engagement extends into much of the scholarship conducted by our faculty. When we perform planning and design workshops, for example, we strive to conduct an open, inclusive process of community planning and design. We practice methods to assure that multiple viewpoints are heard. We examine these methods and contribute to them, and we try to assure that special interests do not dominate the agenda. We report back to the community and we systematically collect and analyze data from these events for scholarly analysis and reflection. Engaged scholarship also provides teachable moments. For example, when individuals inappropriately bring self-serving interests to a public discussion, students are challenged to understand and balance the public good versus the individual motivations. Community engagement is public speaking in real-time. That is a nice example that cannot be learned in a classroom, and our students benefit from that tremendously.

Scholarly engagement is also well-respected in our discipline through professional publications and peer review award programs. Our faculty have received local, regional, and national awards for community engagement-based applied research. Many faculty from LARP have integrated their engaged scholarship seamlessly with their peer-reviewed research. For example, our most recent University Outreach award winner, Robert Ryan, demonstrated how community outreach projects could provide valuable service to communities while also engaging graduate and undergraduate students in studio courses. His efforts were successful at both the community level and in his teaching, but he also used the projects in his research. He has published numerous peer review journal articles and has received professional awards for his work. It passes the test of rigorous peer review. I could continue citing examples of virtually every faculty member in our department, but time does not permit. I can say that these faculty have all learned to seamlessly integrate teaching, research and scholarship, and thankfully this has been duly recognized by the University.

You might say, “What is the problem?” The system is working for us. We are successful. We are happy. Our students are learning, and the faculty are earning the success they deserve. However, we see even greater opportunities to promote and expand these activities should the University receive the Carnegie Engaged University classification. The Carnegie classification could motivate other programs to collaborate with us on larger interdisciplinary projects. For example, in Natural Resources Conservation, Engineering and History, we already have a head start with several successes behind us. The community engagement status would position us to be even more competitive to secure external funding to support community in Landscape Architecture and Regional Planning and with interdisciplinary partners.

David Glassberg, History

The discipline of history in some ways represents the other extreme from the professional schools. We want our graduate students to get jobs, but we are tempered by the reality of the humanities job market. I just returned from a meeting of the National Council on Public History. Increasingly, within the historic profession, there has been a movement to train students for work in museums, historic sites, and in historic preservation. I am proud to say we have had a public history program on our campus for over twenty years. It is actually one of the areas UMass has pioneered. It is remarkable how much faculty learn from engagement within the community. Every time I present history, I find the community presents history back to me. My scholarship has been affected by the field-based learning I do.

A few years ago, John Reiff in Community Service Learning encouraged me to do a course involving going to Athol with a group of students. They learned a tremendous amount about the conditions there, but they also applied historical skills in ways that they would not in remote classrooms.

The Carnegie Community Engagement classification does not involve any new resources. It might ultimately lead to some expansion, but the classification is important recognition for what has already been a vital function on this campus. I applaud the administration’s recognition of this. Provost Seymour was very supportive of the Outreach Scholarship Conference, and Chancellor Cole put money behind the project in
Great Barrington for the Du Bois Homesite. The Homesite is a very active outreach project and an outpost where we are hoping disciplines on campus such as anthropology, history, African American studies and the library can collaborate with our partners in Western Massachusetts. It is a wonderful example of how the University, by committing relatively modestly resources off campus, brings knowledge and goodwill to the campus.

John Reiff, Commonwealth College

Community service learning is the application of community engagement and engaged scholarship in our role as teachers. It is a national movement in K-12 and higher education and has taken steam since about 1985. On campus, faculty have been sending their students into community settings to work with community partners. When they come back, they bring that learning into the classroom for decades under the name of service learning. Institutional support for service learning on this campus began in 1994 with the creation of the Provost’s Committee on Service Learning which began a faculty fellowship program for faculty to receive support for developing community engagement components in their courses. In the last 15 years, 8-12 faculty have been identified as service learning faculty fellows. They have met with one another as a learning circle to figure out how to implement this kind of approach into teaching.

The Office of Community Service Learning was created at the same time that Commonwealth College was created. It was placed in Commonwealth College because Commonwealth College took on service learning as a core value of the Honor’s College. It was also a place to serve the entire campus. We currently have approximately 30-40 courses each semester, serving 1,000 to 1,500 students in service learning. I want to give three examples of the kind of courses that are offered.

Commonwealth College has a residential academic program called IMPACT. It is a first year, residential learning community. The 25 students in that program live together on the same floor of a residence hall. They take a couple of courses together in both the fall and spring. It is a fairly intensive academic program. They do community service as part of that program and bring that back into a class on American diversity in the fall and leadership and service learning in the spring.

Leda Cooks in Communication was an outreach award winner a couple of years ago. Leda worked on a project called the “Media Literacy and Violence Prevention Project.” That project has involved several other faculty from the Communication department. Seniors and communication majors in her class learn about media literacy and issues of conflict mediation and resolution. Then, they go to schools such as Lynch Middle School in Holyoke. They meet with children in classrooms to explore the relationship between conflict and images shown in the media. The children do a media literacy project, identifying the ways media helped them understand or misunderstand conflict. Then, the students discuss alternative strategies for dealing with the real conflicts in their lives. That work benefited the children and students. It also fed into Leda’s scholarship because she is writing and publishing her work in peer-reviewed journals.

Service learning on this campus is largely focused in the undergraduate curriculum, but it is also in the graduate curriculum. Brenda Bushouse teaches a graduate course on public policy in which she invites students to work with community organizations to do program evaluation. The students link up with a range of community based organizations and learn about life in the field.

How is this work beneficial? Students learn academic material, concepts and frameworks outside of the classroom. They also learn about themselves and about civic knowledge and skills. The community benefits by gaining resources to address problems. Faculty gain powerful teaching experiences. Service learning also sometimes brings external funding to the campus. In the last eight years, projects I have been associated with have brought in about $1 million. The community begins to see the University in a different light. We are seen as a resource for problems rather than a drag on work. The legislature may also potentially increase funding for UMass Amherst. This is a benefit the campus has not exploited nearly well enough.

Vice Provost Fross

Earlier this week, the Chancellor chaired a meeting with Mayor Sarno in Springfield regarding the institution’s capability to help the community revitalize. In the last two weeks, I have attended meetings regarding the University’s participation in a regional leadership academy for mid-level managers. In addition, Ann Cary and I have been involved in a regional effort addressing nursing educators’ educational needs.
As we look within the national framework, institutions across the country have said it is important to be an engaged community. In 2006, the Carnegie Foundation came forward with a newly-elected classification called community engagement. This is a classification institutions can apply for biannually. In 2006, 76 institutions were awarded this new classification. In January of this year, the Carnegie Foundation put out a call for institutions to submit a letter of intent. As members of the Faculty Senate Outreach Council and others looked at this application, we saw a way to capture the outreach taking place at UMass. As UMass goes forward, I hope we will explicitly state what it means for this institution to be an engaged.

Ernest May, Secretary of the Faculty Senate, asked what has made it difficult to obtain a comprehensive database of these activities in preparation for meeting with legislators. Also, what are the obstacles to meeting the Carnegie Community Engagement classification?

Vice Provost Fross stated the implementation of ScholarWorks has given the campus the capability to capture the work faculty are undertaking across the institution. A core group of people from across the institution are working at compiling this information. There have already been over 50 submissions, and the Office is working through the mechanics of how to put this information into ScholarWorks. The Outreach Office began work on April 1 and has been pleased with the response from across the community. This is important because the Office previously has not been able to explicitly articulate the range of work that takes place on this campus. This campus is very engaged and has been engaged, and so to have this kind of database will allow us to articulate that.

In response to the second question, the Outreach Office is in the early stages of looking at the Carnegie classification. As we encounter obstacles, it will tell us whether UMass Amherst is ready to actually submit an application. The University is not required to submit an application until September 1. A lot of that will depend on what happens in the strategic planning process, what happens in the discussion about a flagship and where the institution is in selecting a permanent Chancellor. The Outreach Office wanted to take the opportunity and begin the work because if we are not able to apply this year, we would have to apply in two years.

Director Reiff stated, according to Amy Driscoll, the scholar at Carnegie Foundation, and others who consult nationally with institutions making this application, the process offers two opportunities. The first opportunity is to collect data and compile it together for the first time. Secondly, making this application helps create processes that would allow us to keep collecting that kind of data in the future.

Senator Marta Calas stated she is cynical about the scholarship of engagement because it reminds her of Blue Sky Initiative. It seems as if the changes to the definition of engagement are substantive. On the one hand, it seems to be overarching to everything the campus does. But, are faculty members being asked to volunteer and do more work than they already have to do? Is the work that faculty do being encased in some form of commercialization? Lastly, which of these 36 doctoral universities are considered peer institutions?

Vice Provost Fross stated she understands Professor Calas’ concern about institutions moving away from pure knowledge. That is not what this is about. Everyone understands that the development of new and pure knowledge is important to any academic institution. At the same time, several disciplines within the academy are interested in applied knowledge. Outreach involves acknowledging and recognizing other forms of knowledge. Seventy-six institutions were awarded the New Elective Classification. That classification was made available to all types of institutions: research intensive, comprehensive, liberal arts and community colleges. Several peer institutions have been awarded the classification, including Michigan State and Ohio State. The classification allows different institutions to define community engagement for their particular institution.

Charlena Seymour, Provost and Senior Vice Chancellor for Academic Affairs, thanked the Committee for a comprehensive overview of outreach and engagement. There are a lot of listeners, players and stakeholders interested in UMass Amherst. The University needs to decide whether or not this outreach category is going to play well with them. The Campus needs to package it properly. It cannot be involved in outreach one day and not the next day. There are going to be some faculty members who are interested and some who are not. The fact is the campus needs to think of what this will do for the reputation and status of the institution. This issue can be discussed at the department level. Your colleagues will decide whether or not this is scholarly work. The Committee cannot stand up here and detail the criteria for scholarship.

Some of the people already at UMass Amherst are considered “millennials.” Their interests are around diversity, communication, teamwork, and being engaged in civic responsibilities. Maybe this is something to
integrate into the General Education curriculum. It would be nice if students became more involved in community service learning and outreach. The only obstacle is ourselves, our thoughts, and our attitudes.

Professor Ahern responded this can be seen as an opportunity and challenge rather than another expectation for faculty. Peer review determines whether or not outreach is scholarship. Not every faculty member or discipline needs to participate.

Senator Roland Chilton stated there are quantitative measures of teaching. For example, faculty can look at the number of students enrolled. Research is measured in terms of money and the production of publications. Senator Chilton questioned if outreach could also be measured in a similar manner.

Professor Glassberg responded that the Committee has discussed asking the community to evaluate the University’s interventions. Just because something cannot be measured does not mean it is not valuable. In this particular case, however, there are some measures of evaluation.

Professor Ahern stated that this is an opportunity to make outreach a matter of scholarship. There has been an absence of a rigorous review of service and outreach to date. The Architecture and Regional Planning process is quite vague, even though it has been reviewed by the department and college. As Sharon mentioned, this started with people such as Ernest Boyer who wrote The Scholarship of Engagement. The Carnegie Institution has conducted a Blue Ribbon Panel and Wingspread that wrote a White Paper on the scholarship of engagement. It is not a fad or an ephemeral movement; there is something legitimate here. The institutions that have participated feel there is something of value. At the end of the day, it is really about proving engagement is something other than a new word for what is already being done.

Senator Marios Philippides stated the University should attempt to concretely define outreach. The Institution has defined research, scholarship, and service, but there is only an ethereal definition of outreach floating around.

Secretary May stated outreach can be found in almost all of the applied disciplines and in any professional school. The online program is an example of outreach. Outreach can be found in theoretical fields such as physics. Morton Sternheim is a one-person outreach center. The CITI initiative is an example of scholarly engagement for computer science. When Jeff Holmes plays a concert off-campus, it is an example of engaged scholarship and teaching. Before challenging people to change their mindsets, the University should expand and clarify its definition of scholarly engagement. This does not require any changes in teaching; it just requires looking at this from a slightly different perspective. There will be faculty whose research interests do not lie within this area. That is fine because there are so many disciplines that are already involved in engaged scholarship.

Senator Steven Brewer stated it is eye-opening to see how faculty are evaluated. Although we say we understand how research and teaching are evaluated, we do not. Even in biology, trying to compare faculty and productivity is like trying to compare apples, oranges, and billiard balls. How many research articles equal one five-year monograph or a book? We can count seats and credit hours, but is it innovative and interesting to use the same old yellowed overheads year after year? This is an opportunity to look at teaching and research in a different light. This is an opportunity to help faculty use work in practical ways in the community. This is not just service but service that can inform scholarship and that you can document. This is a great opportunity to reflect and think about how our work might be applied to the community.

II. REGULAR MEETING

A. ANNOUNCEMENTS

1. Principal Administrative Officers

Provost Seymour stated Deputy Provost John Cunningham will now be Deputy Provost and Dean of Undergraduate Education. It is important that his title reflect his roles and responsibilities. At least 90 percent of the activities Deputy Provost Cunningham was already doing related to undergraduate activities. He was involved in General Education, the Registrar’s Office, and other activities. It made sense to add this to his title. There is a Dean of Graduate Education; there is a Dean of Commonwealth College, and now there is a point person for undergraduate education as well.
Joyce Hatch, Vice Chancellor for Administration and Finance, stated this past week, the campus received a temporary certificate of occupancy for the Studio Arts Building, which means people can begin officially moving into it. It will not be used this semester but will be up and running for the fall semester. After graduation, the Skinner renovation will also have a certificate of occupancy, and there will be a phase-in over the summer for that building, too. In early to mid-summer, the campus will transition from the old heating plant to the new. At the moment, over a hundred construction workers are working on the Integrated Science Building. That is still on schedule and targeted for the spring semester. The Recreation Center is now underway. That is still on schedule and will be available in Fall 2009. The transportation garage, which is funded primarily through Federal money, should be available next fall. Also, there is a police station in the design stage and should be available in two years.

John Dubach, Chief Information Officer, stated the new emergency text messaging test was run last Thursday. The campus announced this was available on the previous week’s Monday. Approximately 6,500 people subscribed to the system. Last Thursday at 1:59, the Office sent out 6,500 text messages. There were about 1,200 responses to the survey. Of those who responded, 96 of the people received the message within 1-2 minutes. Of the 40-50 people who were not included in that group, some did not have their phone on. Others typed the wrong phone number into the system. Three or four students responded to the survey even though they had not subscribed. There is a group of about a dozen people who have the same carrier in common. There may be a problem with that particular carrier, and the Office is working on it. Essentially everyone received the text message within the 2-3 minute window. The system has been declared in production, and the Office has handed access to the police department and the emergency operations center. As the new students come in during the fall semester, there will be some aggressive campaigning to get as many people to subscribe to the system as possible.

Vice Provost Fross announced next Tuesday, April 29, UMass Amherst will celebrate its 145th birthday. A Committee across the community has worked to develop a special day for the University. The celebration will start with a fine arts performance from 10:00-11:30. Then, there will be a luncheon and performances on Haigis Mall. The Chancellor will lead the cutting of the ceremonial cake, and the UMass marching band will play Happy Birthday. This is a very special day, one to get us ready for celebrating the 150th birthday in five years.

2. The Secretary of the Faculty Senate

Secretary May stated that last fall, “Boston” suggested that the UMass campus needed to be more involved with Springfield. Governor Deval Patrick has been good to the University in many respects. He has helped the campus rebuild. He is very interested in the campus’ relationship with Springfield.

There are many mine fields to get through in order to be successful in Springfield. The University is definitely heading in the right direction. For that, the campus needs to thank Chancellor Cole. There will be many more speeches of thanks, but Secretary May stated he would like to offer the first one. Chancellor Cole has been a terrific interim chancellor. Many good things happened this year. The campus formed the General Education Task Force, paid greater attention to the graduate curriculum, and created an abbreviated but effective strategic planning process. The flagship resolution also went through the Board of Trustees. The Senate had a very productive relationship with Chancellor Cole. He has been a “stand-up guy” when he needed to be. As the University now starts turning its attention towards the appointment of a permanent Chancellor, the Senate should not forget that Chancellor Cole has been instrumental in bringing about this positive outcome.

There are a variety of opinions as to the relative merits of the four chancellor candidates. The Senate should have a productive relationship with this new Chancellor. That is the best way to move the institution forward. The institution is at a critical point. It has plateaued while others have been moving forward. The campus needs to marshal all its resources to maintain the preeminence in the region and nationally.
3. The Faculty Delegates to the Board of Trustees

*W. Brian O'Connor, Faculty Delegate to the Board of Trustees,* asked what would be the next step in the Chancellor search process. After President Wilson makes his appointment, it has to be approved by the Board of Trustees. The next Trustee meeting is on June 21. Will there be a special Trustee meeting in order to make this appointment?

*Secretary May* stated, yes, he believed there would be a special Trustee meeting.

4. The Representative of the Massachusetts Society of Professors

*Steven Brewer, Representative of the Massachusetts Society of Professors,* commented on the outcome of the PHENOM trip for Lobby Day at the State House. There were a couple hundred people there, a lot of students, a few faculty and staff. We divided into groups and visited legislative offices, delivering postcards. The legislators were interested in the message. When the House budget came out, and it looked as if they had only added only a tiny amount to MASSGrant, all of the students from Lowell went back to the Office of Representative Murphy, who is the Chair of the Higher Education Committee. They lobbied him to submit an amendment to add the $17 million that the Board of Higher Education and PHENOM had recommended, and he did it. On the bus ride back, we got the news that he agreed to sponsor the legislation. There was a lot of enthusiasm about that, and it felt like a successful trip.

The contract is currently being negotiated, and the Governor has not yet provided economic parameters for the salary offer. Initially, we were supposed to hear in January. Now they say we will not hear until April. Founder’s Day is next week. MSP is going to mobilize faculty to make a persuasive case to the Governor and to President Wilson to move relatively promptly. Then, MSP can understand the perimeters and bargain before the one-year contract expires.

C. **BYLAW CHANGES**

Special Report of the Rules Committee concerning Bylaw Changes, as presented in Sen. Doc. No. 08-028 with Motion No. 28-08.

MOVED: That the Faculty Senate approve the Bylaw Changes, as presented in Sen. Doc. 28-08 No. 08-028.

*Inasmuch as these are changes to the Senate’s Bylaws, this is the first of three readings of this motion. It will be read again at the 674th and 675th Regular Meeting of the Faculty Senate and voted on at the 675th meeting. The motion may be debated and amended at all three meetings.*

*Secretary May* proposed an amendment to section 5-5-1 d under the General Education Council. He substituted “Deputy Provost and Dean of Undergraduate Education” for “Faculty Advisor to the Provost for Undergraduate Education.” Section d will then read: “serve as an advisory body to the Deputy Provost and Dean of Undergraduate Education on matters relating to General Education.”

*Secretary May* also proposed an amendment to section 5-15-2. He substituted the Associate Provost for Academic Technology for the Faculty Advisor to the Provost for Undergraduate Education and added Deputy Provost and Dean of Undergraduate Education to the Undergraduate Education Council membership.

The motion to amend was seconded and adopted.
D. **NEW COURSES**

There is no report associated with the following motion:

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<th>COURSE</th>
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<tr>
<td>SOCIOL 382</td>
<td>“Sociology of Childhood”</td>
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**MOVED:** That the Faculty Senate approve the courses MILITARY 250 and SOCIOL 382, 29-08 as recommended by the Academic Matters Council.

The motion was seconded and adopted.

E. **NEW BUSINESS**

Special Report of the Graduate and Program and Budget Councils concerning the Professional MS Degree within the Wildlife and Fisheries Conservation Graduate Program, as presented in Sen. Doc. No. 08-029 with Motion No. 30-08.

**MOVED:** That the Faculty Senate approve the Professional MS Degree within the Wildlife and Fisheries Conservation Graduate Program, as presented in Sen. Doc. No. 08-029 30-08

The motion was seconded and adopted.

The 673rd Regular Meeting of the Faculty Senate stood adjourned at 4:57 p.m. on April 24, 2008.

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

Respectfully submitted,

Ernest D. May
Secretary of the Faculty Senate