A. PANEL DISCUSSION

“CURRENT PERSPECTIVES ON ONLINE EDUCATION”

MODERATOR:
WILLIAM RICHARDS ADRION, PROFESSOR EMERITUS OF COMPUTER SCIENCE

PANELISTS:
JOHN CUNNINGHAM, INTERIM CEO OF UMASSONLINE AND VICE PRESIDENT OF ACADEMIC AFFAIRS “UPDATES FROM UMASSONLINE” (5 min.)

JOHN WELLS, ASSOCIATE DEAN FOR PROFESSIONAL PROGRAMS AND PROFESSOR OF OPERATIONS & INFORMATION MANAGEMENT “EXPERIENCES WITH ONLINE EDUCATION IN ISOM” (5 min.)

DIANE KEEDY, DIRECTOR OF ADMINISTRATION & FINANCE, ISOM, AND STUDENT, ISOM ONLINE MBA PROGRAM (5 min.)

MARILYN BILLINGS, SCHOLARLY COMMUNICATION & SPECIAL INITIATIVES LIBRARIAN “OPEN EDUCATIONAL RESOURCES FOR ONLINE AND ON-CAMPUS EDUCATION” (5 min.)

DREW MORRISON, STUDENT, ENVIRONMENTAL SCIENCE “STUDENT PERSPECTIVE ON OPEN EDUCATION” (5 min.)

(QUESTIONS AND DISCUSSION TO FOLLOW)

The PowerPoint presentations that accompanied this discussion can be accessed at:
http://www.umass.edu/senate/fs/fs_minutes_12-13.htm

Senator W. Richards Adrion stated that this panel would discuss the current state of UMassOnline, the way the Isenberg School of Management has used UMassOnline for its Online MBA Program, and the Open Education Initiative at UMass. The Rules Committee talked seriously about covering some of the more recently-discussed issues in online education, such as MOOCs. However, the Committee decided that a conversation including all of these issues would take too much time. The Rules Committee is looking to promote an on-campus forum regarding these topics. Some years ago, the Faculty Senate recommended that the University adopt the teaching, learning, and technology (TLT) roundtable method for bringing these issues up on campus.

John Cunningham, Interim CEO of UMassOnline and Vice President for Academic Affairs, updated the Senate on the status of UMassOnline, particularly in response to an external consultant’s report that was issued after a year of study at UMassOnline. Vice President Cunningham is serving as Interim CEO of UMassOnline from July until January. Vice President Cunningham refers to UMassOnline as the virtual satellite of the UMass campuses. The satellite concept is being discussed in three dimensional ways as well. The students who enroll through UMassOnline are taking authentic courses from the campuses and earning authentic degrees or certificates from the campuses. UMassOnline does not propose any courses, hire any faculty, or offer any degrees. UMassOnline supports the campuses by providing learning platforms and instructional technologies to help with teaching efforts, running a help desk during hours when the main campuses are closed, branding UMassOnline nationally, and by tracking enrollments at the campuses. UMassOnline offers both on-campus regular courses and Continuing & Professional Education courses. It generates worldwide leads for possible enrollments. In FY2012, UMassOnline brought in $70 million, and it continues to grow. While the rate of growth is slowing from double digits to about 6% last year, absolute growth is still occurring.

As a result of the external report, a number of transitions are taking place. The report noted that UMassOnline’s governance was vague at best and needed to be addressed. The focus of UMassOnline’s governance is shifting from the directors of the CE Units to operating through Academic Affairs. Vice President Cunningham reports to the Provosts of the campuses, who serve as a Board of Directors. This arrangement was approved in September and acknowledges UMassOnline as an extension of the academic programs on the campuses. UMassOnline is finishing the transition from
Blackboard Vista to Blackboard Learn, a later version, for use as the platform for courses. As of January 13, 2013, all courses will be on Blackboard Learn. UMassOnline is also transitioning the way it collects revenue. Right now, it runs on what may be referred to as a tax model. It takes 10% of the adjusted gross on online classes. It is an interesting way of doing it and it has funded the operation, but it is a system that is not based solidly on any premises. UMassOnline is now looking at finding a way to have its revenue come from a fee for services based on students enrolled in specific courses or on optional technologies that various programs want it to run. A proposal will be presented to the Provosts and they will bring it back to the campuses for discussion. If approved by the campuses, UMassOnline will switch to a revenue model that explains specifically what UMassOnline is charging to the campuses. UMassOnline continues to host technology platforms for other institutions. There are six community colleges and state universities using UMassOnline’s platform. This is good for both parties. UMassOnline has a larger volume of users, resulting in lower prices from Blackboard; and its good for the community colleges and state universities because UMassOnline doesn’t charge the higher rate that Blackboard would directly. UMassOnline simply hosts the technology; it doesn’t market the programs. UMassOnline tries to connect its marketing strategies with specific program desires. No one has yet tracked successes when a lead is given to a campus, but it is planned to be studied.

Online learning is growing faster than total enrollments at the universities, as most people are aware of. Online learners are growing at about 10%, and university enrollments are going up at about 2% a year. The biggest increase in online learning is with on-campus students taking online courses—courses that are either fully online or blended that are offered to the traditional student population. About 30% of regular traditional students take an online course each semester. Nearly every student takes at least a couple of online courses during their undergraduate tenures. It is important to do online learning well and do it in cooperation.

Senator Robert Faulkner wondered if there were any studies that have assessed the success or failure of online courses and programs.

Vice President Cunningham earlier noted that there has been no tracking of course enrollment relating to leads. That is, no study examining how students end up taking online courses. Many studies have been done evaluating online courses in comparison to traditional, face-to-face courses. Generally, students perform equally and are equally satisfied with online courses as they are with traditional courses. Faculty members generally indicate that students perform as well on assessments of knowledge between online and traditional courses.

John Wells, Associate Dean for Professional Programs and Professor of Operations & Information Management, ISOM, presented a sense of what the Isenberg School of Management does with online education and how it is part of the school’s mission. When ISOM markets its online program, the first question that students ask is, “Is this different than a traditional day school degree, and is it accredited in the same way?” ISOM has recently gone through with a significant rebranding and marketing effort emphasizing that the online programs at both the undergraduate and graduate levels—the BBA and the MBA—are the same degrees as those offered on campus. Within the graduate school, for instance, there is a part-time MBA and a full-time MBA, as well as the online offerings, but the curriculum is being realigned to be the same. That is ISOM’s goal going forward. ISOM is trying to blur the line between the online and on-campus programs. They don’t want students to feel like they are out in the ether online while other students are centralized in Amherst. ISOM’s online students desperately want to feel connected to the Amherst campus. This spring, for the first time, ISOM is offering a blended online course that will be held on the Amherst campus with online students attending. There will be a live video feed that will be recorded for the online students who have other obligations at the time. There needs to be a touchpoint back to Amherst. (This term, with some organizational complexities, full-time students were integrated into an online course.) This helps the school strategically because ISOM has a small full-time, on-campus MBA program, and the students clamor for more elective options. Online electives were offered to on-campus students, and the students seem to love it. They feel like it’s a great compliment to their face-to-face experience. One student who is working on an off-campus internship was able to continue on her degree path by taking academic credits remotely. There is much flexibility with this model. ISOM is implementing new technology for the online programs. As Vice President Cunningham mentioned, the program is moving to Blackboard Learn. This technology is going to be leveraged with mobile platform compatibility, so people can be anywhere and continue learning. Cameras are being utilized for live feeds, as well as synchronous data capture. With this, we can capture the courses and let online students see the actual instructor as they teach. ISOM is working towards making every course—at both the undergraduate and graduate level—capable of being administered in this blended environment. As ISOM moves forward, it wants to be a strategic lever for the University to compete in this very new environment.

Diane Keedy, Director of Administration and Finance for ISOM and Online MBA Student, noted that one reason that she chose to pursue her MBA—beyond the substantial discount offered her as an employee of the University—was the convenience of the online MBA. The flexibility of the online degree conforms to most people’s busy lives. Ms. Keedy was very surprised to truly feel like she was learning more in the online format than in face-to-face courses. When Ms. Keedy
was a face-to-face student, she felt that on any given day a student may or may not have completed the assignment; not having read every chapter, completed accounting problems, or studied for a pop quiz. Online learning is very unforgiving. With online courses, closing dates for assignments are arbitrary, but they are firm. Moreover, the discussions far exceed any discussions Ms. Keedy has been a part of in face-to-face classes. She is now in a class with at least 40 students, many of whom are medical doctors. The extent of discussion is amazing, even when unguided by a professor. Ms. Keedy is engaging with people from all over the world in these online classes.

**Chancellor Kumble Subbaswamy** wondered what course Ms. Keedy was taking that has many medical doctors enrolled.

**Ms. Keedy** stated it is a course in managerial accounting. Medicine is very concerned with profitability right now.

**Marilyn Billings**, **Scholarly Communication & Special Initiatives Librarian**, noted that the Library has been engaged in a pilot project with the Provost’s Office called the Open Education Initiative. The goals of the initiative are to provide small incentive grants for the faculty to adopt alternatives to high-cost textbooks. Many faculty members have discussed the high cost of textbooks and have expressed a desire to find alternatives. Some looked into what the Library has in the databases it paid enormous amounts of money for. Senator Billings, in her role as an open education scholar, knew of many institutions creating and adopting openly available resources. The Initiative began last spring. It was important to create an infrastructure to support these new course designs, so the OEI partnered with Academic Computing and the Center for Teaching & Faculty Development, under the auspices of the Teaching Commons, at the top floor of the Library. Workshops have been held both for subject liaisons and faculty members interested in looking for textbook alternatives. OEI has produced LibGuides on various subjects. They provide general information, open access images and videos, and other types of materials that faculty and students might be interested in using for courses or supplemental instruction. The Library keeps the Open Information LibGuide updated pretty constantly. OEI put out a call through the Provost’s Office for the faculty to submit proposals for open education courses. These proposals included development notes, course information, number of students, cost of textbook, and a short narrative explanation about how they would assess student success and learning outcomes in the course. Implementation of these courses took place in the fall and spring of AY 2011-2012. A second round has now begun. The summary of rounds one and two is exciting. While on sabbatical last spring, Senator Billings talked about this initiative with people all over the country. A number of institutions are starting to utilize it. With $26,000 of investment, the Initiative has saved students over $200,000. The next steps for the Initiative include the formation of the Faculty Senate Ad Hoc Committee on Open Education Resources; the beginning of another round of the Initiative that will be announced by the Provost’s Office soon; and, during this particular year, the organization of focus groups with faculty who have been involved with OEI in order to assess course success.

**Senator Maria Tymoczko** asked for an example of how textbooks have been replaced.

**Senator Billings** referenced Professor Charles Schweik, who developed the material for an open lab in GIS. He wanted to create a manual that was openly available for students to either download from the Library’s digital repository, ScholarWorks, or print from another program. Drew Morrison, who was part of the course, will speak on that. Other faculty members have decided to look at Library databases. One faculty member had had relatively flat SRTI scores for years; the first semester that he used open access database materials instead of a textbook, his scores went geometrically up.

**Drew Morrison**, **Undergraduate Student in Environmental Science**, shared her experience of being in a course utilizing open education resources and an online textbook. In an economics course, she was taught that open access resources typically lead to over-exploitation. Given the framework of this panel, it is difficult to argue that there is such a thing as over-exploitation as knowledge. Ms. Morrison is representing the students in support of the Open Education Initiative. She has used open access materials in two courses, a GIS course and a course in natural resource policy. The internet is proof of the power of open innovation. There is tremendous value in making knowledge accessible to the population of motivated individuals at UMass. The generation of which most students are a part is incredibly tech-savvy. They are accustomed to reading on-screen documents and are provided here with resources like the Library to print and edit as desired. Students check emails on their phones, write essays on their personal laptops, and look for homework assignments on campus computers throughout the day. It only makes sense that textbooks be accessible during these activities. Ms. Morrison’s experiences with eBrary and EBSCO E-books was incredibly convenient. Like many students, Ms. Morrison often leaves her room early in the morning and doesn’t return until late in the evening. With e-books accessible at any campus computer, she lost backpack weight and gained study time. As a self-supporting student, Ms. Morrison often cringes at textbook prices, and has even been tempted to pick courses based on book prices. It is terrible when finances dissuade a student from educational opportunities. Students are graduating into an unstable economy, looking into graduate school, paying rents on apartments, and learning to manage expenses. It is impossible to not have fondness for a professor who acknowledges this stage of life by making textbooks more affordable. In addition to the inexpensive course texts, Ms. Morrison was able to avoid shipping waits, risky transactions with online vendors, and the confusion of mass mailing of
packages to UMass in September. Open source education integrates technology, professor expertise, and student initiative. Ms. Morrison looks forward to enrolling in courses with open access materials in the future.

A Senator asked how to prevent cheating in online courses.

Professor Wells said that you do it the same way as in face-to-face classes. In his MBA classes, he has open book tests. He gives the same open book test to the students in his face-to-face classes and his online classes, and he holds both classes to a higher standard than he would if he assigned closed book tests. Assessment must be thought of in different ways for online classes. If you want to be conventional and say you’re going to give a closed book test, there are technological solutions that can be applied. But there are pedagogical solutions that are related to the different types of learning.

Vice President Cunningham noted that there are lockdown browser capacities that prevent test takers on computers from leaving the site or opening new windows. There is also camera technology as well as conventional testing centers that students can be sent to. There is a whole gamut of ways to do this.

Senator Billings noted there is also proctoring that must be prescheduled at places like the Library’s Learning Commons.

Senator Howard Peelle noted that there are many positive, strong arguments for online education. However, there are issues. One is that the human brain is not well-designed for staring at a screen for many hours. Physical inactivity is another concern.

Ms. Keedy noted health issues as a valid point that students must deal with. Students need to be thoughtful and disciplined. She spends most of her weekends online. To mitigate this, she spaces out her online sessions. Thinking of activity levels, in general, however, there is little difference between online and face-to-face students. Face-to-face students will spend too much time sitting in the Library or dorm room. The first point, about the screen time, is the unique concern, but it is somewhat alleviated by the flexibility of online education: you are allowed to leave and come back later.

Professor Wells compared online physical issues with introductory survey classes, where students sit in a 500-person lecture hall for hours. These courses, where students learn basic terminology and concepts, can be easily taught online. In the new hybrid MBA, courses like this are taught online, and once students have learned these basics, they will come to campus to take courses that are more easily taught face-to-face.

Ernest May, Secretary of the Faculty Senate, noted that ISOM has online learning incorporated into its business model more than any other program on campus. Income from their online program actually funds a good deal of the School. Prospects for the future are not of a small concern. Ten or fifteen years ago, when UMass got into the online learning business, the University was among the leaders in the field. Now there are many more competitors. Secretary May wondered what the prospects were for the future.

Professor Wells stated that the best part of his job is that, every morning when he wakes up, he gets to think about how to keep ISOM’s online programs viable. It’s not just about revenue, however. The program has to be accredited and of high quality. The revenue is obviously important to ISOM’s budget. Ten years ago, it was much easier to run an online program. Now you have to be better at leveraging technology and be smart about applying course materials to learning management systems and training faculty. In ISOM, every course is analyzed to see if it could be better organized to utilize technology. If we don’t do these things, we will be left behind. Applications are up, and the matriculation rate is down—a testament to increased competition.

John Dubach, Chief Information Officer, stated that one thing UMassOnline has done, but could improve, is try to help the University figure out what is going to sell outside the campus. The University has a pretty good idea about what kind of courses it can offer to students on campus, but it has more trouble determining markets beyond its own students.

Vice President Cunningham stated that a trend in UMassOnline’s advertising and branding is to expand into global spaces. Places like social networks offer opportunities for people outside the physical campus community to look at the programs being offered. Branding is about more than being ranked among a list of schools or having a billboard. It’s important to be immersed in the type of media students and potential students are using. UMassOnline makes sure that potential programs analyze feasibility.

William McClure, Executive Director of Continuing & Professional Education, stated that the focus has not been on individual courses but on the conceit of programs—whether a certificate or a degree.
**Vice President Cunningham** noted that one of the first things he did at UMassOnline was to make sure that it was very clear that the degree earned from UMassOnline is an authentic degree from the University of Massachusetts. UMass has an edge in that its online courses offer the same quality of education as its face-to-face courses. UMassOnline does not offer—as some universities do—online degrees that are virtually unrecognized by the main campus.

**Presiding Officer Brian O’Connor** noted that one of his sons, a 1991 UMass graduate, is a lawyer working for a very large firm in Springfield. A couple of years ago, his employers sent him to the executive MBA program at the Wharton School in Philadelphia. Every other weekend he goes for three days. Presiding Officer O’Connor asked his son why he couldn’t do the whole thing online. He asked whether it is really better face-to-face. His son noted that a lot of work for the program is done online, but he maintains that the discussions and arguments are better face-to-face. He says that the discussions could not be of the same caliber online.

**Ms. Keedy** noted the validity of Presiding Officer O’Connor’s remarks. She thinks that face-to-face discussions with a professor are better, richer discussions that are more concise, to-the-point, and well led. There have been times when she has been frustrated with online discussions that lack professorial leadership. Often the thread is not relevant. In her experience, face-to-face discussions are more productive. Instructors are able to bring students to the points they need to learn. Sometimes, online discussions often stumble around.

**Senator Adrion** stated that there are technological ways of getting around difficulties with discussions. Many campuses provide the opportunity for faculty to interact live with students off-campus. There is a lot of evidence in the literature that watching an online course with a local person acting as mentor is actually the most effective way to deliver certain types of education. There is a huge variety of kinds of knowledge that the University wants to impart and there are varying ways to do that.

**Ms. Morrison** recently took an online class that allowed her to perform an internship in Boston and proceed with other courses. She took a literature class and found that being able to think about discussion points throughout the day and add them to the online forum was beneficial and would have been impossible in a face-to-face course.

### B. ANNOUNCEMENTS

#### 1. Principal Administrative Officers

**Chancellor Kumble Subbaswamy** gave the Senate a report on his recent University activities. Much time has been spent building or rebuilding relationships for the University and for Chancellor Subbaswamy himself. He has spent time in Boston, in Springfield, with the Legislature, and with alumni and donor groups. He’s been outside his office a great deal. He’s been hosting various gatherings at Hillside, as well. Chancellor Subbaswamy is trying to refine the UMass Amherst message. Who are we? Who do we want to be? And how do we articulate that? This entails collective discussions about who we are and want to be in the context of the overall higher education landscape in Massachusetts. There have been many rich discussions with the Rules Committee and strategic planners. This discussion also requires input from the University’s various stakeholders in the Legislature and around Boston. They have very definite views about who they think we are and who we ought to be, and our messages don’t always resonate, which is a problem when we think about resources. We need to get that right and give Vice Chancellor John Kennedy the message. It is important in the context of launching the University’s fundraising campaign. This will be the first designated fundraising campaign in a long time. Finally, the Chancellor has been working on campus building momentum for all the wonderful initiatives taking place here. It’s important to make sure that momentum is not lost.

**John Kennedy, Vice Chancellor for University Relations**, noted that the University is in the process of a branding campaign. A steering committee has been assembled to drive that process and a series of public opinion polls has been put out to various audiences. Results from this will be back in November, and will give the University a sense of its potential branding opportunities. Come April, the new brand will be launched.

#### 2. The Secretary of the Faculty Senate

**Ernest May, Secretary of the Faculty Senate**, presented an update on the Joint Task Force on Strategic Oversight, which was established at the previous meeting. The Task Force is fully populated and had its first meeting. Chancellor Subbaswamy has committed to making this a very collaborative and transparent exercise. All the Task Force’s documents will be posted on the front page of the Faculty Senate’s website. At the end of this academic year, we will be at a different place, and we want ongoing participation with the Task Force. Communicate with members of the Task Force, with Secretary May or the Co-Chairs, Bryan Harvey, Amilcar Shabazz and Nancy Cohen. We want to make this as interactive a process as possible. It is impossible to interact with all 5,500 employees on campus individually, but everyone is invited to participate.
The headlines to take away from the documents discussed at the first meeting include moving beyond the AAU-aspiration model, which may be irrelevant for the 21st century; actualizing themes of innovation, impact and integration; demonstrating value towards stakeholders; adapting the business model to the “new normal” that includes declining state support and federal research funds, leveling CPE funds and out-of-state enrollment, resistance to large fee increases due to student debt; rising expenses, especially debt services; and the addition of student success to the basic objectives of quality and access. As an institution, UMass is going to thrive or not thrive based on how it adapts to these and other circumstances. The University is under historical and cultural pressure to achieve better outcomes with fewer resources. Public flagship research universities like UMass are more important to the region, the nation, and the world than ever. There are many smart people on campus, and they aren’t all in Whitmore. We need good ideas from everybody, and participation in this process is greatly encouraged.

4. The Faculty Delegates to the Board of Trustees

W. Richards Adrion, Faculty Delegate to the Board of Trustees, stated the largest item passed at the last Board meeting was the $2 billion capital plan. One local point of interest was that there was a land permit for Amherst that will allow for a left turn lane on University Drive near Amity Street. There is a five-hour meeting on short range plans on Tuesday, October 16.

C. QUESTION PERIOD (10-Minute Limit)

Senator Amilcar Shabazz called for a moment of silence. On October 7, Andrew Brimmer passed away. He was the Wilmer D. Barrett Professor of Economics and an Emeritus Professor of Economics at UMass Amherst. He was the first African American to break the color barrier at the Federal Reserve Bank, as well as a very important scholar and autonomous in our society. We all mourn his loss.

D. ANNUAL REPORTS


The report was received.

Senator Maria Tymoczko, Chair of the University Press Committee, stated that we can take a great deal of pride in the UMass Press and its output. Thirty-two new books were produced this year; twelve new in paperback editions; seventy-eight titles reprinted; and forty thousand volumes sold. This is a tremendous way of branding the University. Every book says that scholarship here is alive and well. Senator Tymoczko thanked the University Press staff. Bruce Wilcox, Director of the Press is present and deserves a round of applause. Senator Tymoczko is always appalled when she has to call Mr. Wilcox’s office on a Sunday or something to leave a message and he answers. The Press Committee likewise deserves great thanks and acknowledgment. The Committee meets three times a year. For each meeting, they end up with packets of 200 pages or more to read, generally 20 or so pages per book that is asked to be voted on. Every single member of the Committee has contributed immensely to the quality of the book. They come through the Press Committee process almost always with new titles and suggestions for improvement.

Senator MJ Peterson acknowledged a university that closed its press very suddenly. Is there any prospect for that here?

Senator Tymoczko stated that the Press has proven that its output is worth the funding commitment. It is one of the most efficient operations in the country, and the administration is convinced of the worth of this.

Presiding Officer O’Connor acknowledged his excitement for reading the Press Committee’s report each year. The printed word is still alive and well, and that means a lot.

Senator Tymoczko told everyone to take a look at the catalog, which can be accessed online. The books are incredibly beautiful, and one of the pleasures of being on the Press Committee is seeing all the books that have been published since the last meeting lined up down the middle of the table. As well as being significant in a scholarly sense, they are fabulously beautiful.

The report was received.

*Michael Maroney, Professor of Chemistry and 2011-2012 Chair of the Research Council,* refreshed the Senate on the Research Council’s charge. The Council is supposed to advance the research mission of the University; advise the administration on policy issues and major changes regarding the Research Trust Fund expenditures; review annually the Research Trust Fund for the previous year; review and make recommendations regarding the awarding of research- and scholarship-oriented grants and awards such as the Faculty Research Grant, Healey Endowment Grants, Faculty Fellowships, and Conti Faculty Fellowships; and make recommendations to the Faculty Senate relating to the approval of new research centers and institutes.

There were two cycles of grant applications reviewed last year, one in Fall 2011 and one in Spring 2012. There were 51 applications requesting a total of $640,765. Of these, 15 were funded for a total of $173,041, a 29% success rate. The grants are an important resource for seed money on campus. Based on 22 final reports received, they contributed to 16 proposals and resulted in external funding of over $3 million, an important return on investment.


The report was received.

*Senator Ernest Washington, Co-Chair of the Status of Diversity Council,* addressed a number of initiatives that the Council has been working on. The Council reviewed the SRTI issue. There is data that indicates that minority faculty are systematically given lower scores than white faculty. The Council looked into this process, beginning with a meeting with Provost Stavros. The Provost pulled together a campus-wide initiative to look at evaluation processes. Unfortunately, this process came to a halt because the union has contractual rights to direct the process of evaluation. This initiative is on hold, but the Council is looking for ways to nudge it forward. The Council was also involved in the Chancellor’s Diversity Advisory Council. There, it raised a number of issues. One concern is with the Athletic Department. Over the last ten years, there have been no minority head coaches at the University. In addition to that, of the assistant coaches, only about 15% are minorities. The Council is also concerned about the learning disabilities program and the availability of services for students. Some conversations have also been had regarding CMASS, and whether the current structure is helping students on campus with cultural issues or not. Finally, the Council is concerned about the models the University uses for the admission of students, and whether the models used for white students are the models most appropriate for minority students. These are some of the initiatives the Council is concerned about. They have been on the Council’s agenda for the past year, and they will probably be on it a few years from now.

*Senator Shabazz* stated that he and Professor Mzamo Mangaliso are working on a special forum for the 721st Regular Meeting of the Faculty Senate regarding issues of diversity at UMass. He told everyone that if they had a particular idea or concern that they would like Professors Shabazz and Mangaliso to think about as they finalize the development of this forum, they should email one of the two professors. This forum is not a capstone or ending to the conversation on these issues, but rather a fresh installment for the year. Professor Shabazz recently met with Jenny Spencer of the MSP, and she expressed her interest in partnering with the Senate on this issue. This would be in the form of a follow-up to the November forum in January or February.

*Senator Lisa Saunders* first stated that the late Professor Andrew Brimmer was a mentor and a friend of hers in the Economics Department, and that he will be missed. Senator Saunders has been involved in discussions about mid-career faculty. She does much research on diversity in economics, teaching one class on political economy of racism and another on political economy of women. She wondered if there were ongoing discussions on the demographics of the faculty. As some faculty of color retire, how many are coming in? What are the racial differences in matching offers when faculty of color are sought by other universities? What are the demographics of successful partner hires by race and gender? How is the University and its individual colleges doing on treating all faculty the same?

The report was received.

*Senator Richard Bogartz, Chair of the Academic Priorities Council,* noted that he was asked to say a few words about the report. His favorite words are drat and fie and hitherto and learned colleagues. Then he realized those weren’t the words he was supposed to say. The APC had six meetings last year during which it discussed 22 matters and took 23 actions. Virtually everything is about proposals for new programs.


The report was received.

*Tobias Baskin, Professor of Biology and Chair of the Health Council,* noted that the most important issue last year was the situation at University Health Services. There was a large series of changes announced that the Council was concerned with. During the summer, the Director of UHS resigned and the Chancellor announced various changes in the administrative structure at UHS. UHS used to be run entirely out of Student Affairs; now, only mental health will remain in Student Affairs, and the rest will be run out of Administration and Finance. In the coming year, the campus will be searching for a new director. It will be interesting to see how the change in administrative structure plays out. In addition, there is a great need for a new UHS building. The current building is old and inefficient. It is unclear what is happening with those efforts. There have been faculty retirements on the Health Council, and new members are encouraged.

*Presiding Officer O’Connor* noted that there was no UHS building included in the new capital budget.


The report was received.

*Jacqueline Castledine, UWW Lecturer and 2011-2012 Co-Chair of the Status of Women Council,* noted that the Council met monthly and focused on four initiatives. The first was changes to University Health Services, particularly changes to the student health insurance that the Council felt disproportionately stigmatized female students who are having children, creating unhealthy conditions for mothers and infants. The second issue was to offer support for the Joint Committee on Evaluation of Teaching and Participation in investigation of the SRTI trends. Third was the participation in the Office of Civil Rights periodic proactive compliance review of UMass Amherst’s practices. The Council sent two representatives to speak with attorneys from the OCR. Finally, the Council was involved in efforts to increase the Council’s visibility on campus through outreach and social media.

*Michele Klingbeil, Professor of Microbiology and Member of the Status of Women Council,* stated that the Council just voted on Co-Chairs, Sally Campbell Galman and Kathleen Davis. The Council will continue to increase its visibility, and it is particularly interested in supporting and promoting participation in the gender equity study that has been approved by the administration as well as in supporting and promoting discussions to clarify requirements and expectations for promotion from associate to full professor. There are huge percentage differences between men and women. The Worklife Balance Report notes that across campus associate men spend 37% of their time on research; for associate women, it is 25%. Clearly this will impact how fast those groups make it to full professor. In the STEM disciplines, men self-report that they spend 42% of their time on research, whereas women only spend 27% of their time on research. The Council will investigate this more. There is a women’s caucus group in the College of Natural Sciences.

*Senator Richard Bogartz* wonders if there were any conjectures regarding this disparity in research.

*Professor Klingbeil* stated that the study showed that female STEM faculty spend more time on service, equal time on teaching, and more time on care. This was a work-life balance study.
E.  BYLAW CHANGES

Special Report of the Rules Committee concerning Bylaw Changes, as presented in Sen. Doc. No. 13-001 with Motion No. 02-13.  *(Report previously distributed)*

MOVED:    That the Faculty Senate approve the Bylaw Changes, as presented in Sen. Doc. No. 13-001.  02-13

*(Inasmuch as these are changes to the Senate’s Bylaws, this is the second of three readings of this motion.  It will be read again at the 721st regular meeting of the Faculty Senate and voted on at that meeting.  The motion may be debated and amended at all three meetings.)*

*Senator Joseph Bartolomeo* offered two amendments.  Adding to the membership of the Health Council Four Non-Academic Professionals, Vice Chancellor for Administration and Finance or a designee (serving ex officio), and two graduate students selected by the Graduate Student Senate.  And adding to the University Service, Public Service and Outreach Council, a community member.

*A Senator* asked how the four non-academic professionals would be elected to the Health Council.

*Secretary May* stated that they will be nominated by any willing individual, but that all Council appointments are approved by the Committee on Committees.

The amendments were seconded and adopted.

F.  NEW BUSINESS


MOVED:    That the Faculty Senate approve the Revisions to the BFA Program in Studio Arts, as presented in Sen. Doc. No. 13-011.  06-13

The motion was seconded and adopted.


MOVED:    That the Faculty Senate of the University of Massachusetts Amherst approve Joining the Coalition on Intercollegiate Athletics (COIA), as presented in Sen. Doc. No. 13-012.  07-13

*Senator Frank Hugus* wondered what exactly the Coalition did.

*Secretary May* stated that we will find out.  Principally, the Coalition is an outlet for Faculty Senate concerns regarding athletics.

The motion was seconded and adopted.

G.  OLD BUSINESS

Amendment to the Special Report of the Rules Committee concerning the Establishment of an Ad Hoc Committee to be named the Joint Task Force on Strategic Oversight (JTFSO), as presented in Sen. Doc. No. 13-004A with Motion No. 05-13.

MOVED:    That the Faculty Senate approve the Establishment of an Ad Hoc Committee to be named the Joint Task Force on Strategic Oversight (JTFSO), as presented in Sen. Doc. No. 13-004A as amended.  05-13

*Senator David Gross* pointed out a Bylaw contradiction in the way that members are appointed to Ad Hoc Committees.

*Secretary May* stated that the issue would be looked into and addressed at the 721st Regular Meeting of the Senate, when the Bylaw Changes will be voted on.
The 720th Regular Meeting of the Faculty Senate stood adjourned at 5:06 p.m. on Thursday, October 11, 2012.

Respectfully submitted,

Ernest D. May
Secretary of the Faculty Senate