A. PRESENTATIONS/DISCUSSION: BUILDING EFFECTIVE ONLINE COURSES

“Designing Online and Multi-Modal Courses” (15 Minutes)
Marisha Marks, Faculty Instructor Support Coordinator, Online Education Group and
Heather Sharpes-Smith, Instructional Design Faculty Support Coordinator, Online Education Group

Heather Sharpes-Smith: Today, we're going to talk very briefly about designing multimodal courses and what that means. This is the classroom of the past, with its blackboards and fixed seats, what education used to look like. We see a lot of differences from that classroom. Today, we have team-based learning, flipped classrooms, asynchronous discussions. We use tools like ExamSoft for proctoring, Echo360 for lecture capture, iClicker for student response systems, zoom for web conferencing. But we're now moving toward the classroom of the future and that is multimodal courses. Multimodal is essentially a face-to-face course and an online course being taught as one: one course shell with both campus students and online students. What does that mean for teaching? Multimodal teaching is students learning the material through a number of different sensory modalities: you have auditory and visual, visual and tactile methods, and, mostly, student choice. Multimodal learning from a student perspective is a learning environment that is conducive to various learning preferences, so that means delivering the same content in multiple formats essentially following universal design for learning. The biggest change that multimodal courses bring is in enrollment. You have increased enrollment. What you had with just face-to-face students in a course or online students in a course, now you have all of these options in one course: you have face-to-face synchronous, online synchronous, online asynchronous, internship-remote, when students who go on an internship can remotely access the course, and you also have the face-to-face asynchronous. These are some of the benefits of the multimodal course. Flexibility. No more weather closures: if there's bad weather you don't have to cancel your class and struggle to find out how to make up the content because you can deliver this course through the online course shell in the Learning Management System and both face-to-face and online students can see it. You can free up classroom space. You no longer need the larger classroom. You can use a smaller classroom because you have that flexibility. Accessibility. You're creating content in these various modalities, so using universal design, you're becoming ADA compliant. And quality. You're enhancing the learning by supporting various learning styles. That increases engagement. That's also going to give students choice which improves performance. You are also increasing your technology options, not to suggest that a face-to-face course doesn't have technology options, but now with using a course and having some online ability you are increasing technology options.

Marisha Marks: How would your course change from being a traditional face-to-face course to becoming a multimodal course? You may have an assignment drop-box; instead of students submitting a paper assignment, they will now submit their assignments through an assignment drop-box in the learning management system, whether that is Blackboard or Moodle. You may use rubrics that will provide greater transparency so that students know exactly why they are losing points and where they are really succeeding in their courses. With multiple lecture formats, students may join a lecture synchronously; they may also watch a previously recorded top-notch presentation or they may watch a recording of a live presentation that happened earlier in the day. Content delivery is going to change, so that means that any readings that may have been in a reader that students were picking up at the bookstore are now going to be available through e-reserves. That is going to increase accessibility. All of those readings will now also be available in multiple formats, so those readings will also be available as MP3 files, so students can listen to those readings whether they are at the gym, whether they are commuting, or whether they need the audio format for the content in the course. Assessments are going to change, so assessments may no longer involve a classroom full of students filling in Scantron forms in the room; now assessments are going to be online tests taken through the LMS. And, communication is going to change. So, you
can use announcements in your course to communicate with all of the students. There will be a lot of asynchronous emails. There may be office hours are during business hours or they may be in the evenings when the students who are on internships have the time to participate in office hours or in a discussion and when all the other students are doing their work for a paper or exam that's the following day. We are starting out with a cohort of six courses. The faculty participating have been selected and they are all working with their support teams to begin building their multimodal courses. The building of those courses is going to begin during the spring semester and run into the Summer 2019 semester. The first of those courses are going to be offered next fall. So, in the spring, faculty are going to be recording lectures. They're going to be recording both their live lectures to see how that feels if they're not already doing that with Echo360 as well as recording short chunked lectures outside of the classroom setting and they're going to be converting their content. Then, in the fall, they're going to be engaging both with face-to-face traditional students and with remote students participating in the courses. Some of the courses will be offered in Fall 2019 and some will run in Spring 2020. The end result that we're looking for is a quality, accessible, and technology-enhanced face-to-face course. The face-to-face version of the course is going to get better even if no online student ever takes that face-to-face course because it's going to have those rubrics that are going to give students a better understanding of the expectations and the grading, it's going to have a higher level of accessibility and universal design principles, students are going to have more choice in how they access materials. With a multimodal course, students can attend the class part of the time in class, part of the time out of class, or there might be a mix of students, some of the students are attending synchronously, some are attending asynchronously. And, the course can also be offered as a full online course, or if it works better to not have the face-to-face course at all, or, in a particular semester, let's say you're on sabbatical, you want to teach it as a fully online course, the course is already there, built for you, and ready to go. So, we have six courses that are in the cohort right now. You could be next.

Questions

Senator Richard Bogartz: You provided a very long list of the benefits. Are there any drawbacks?

Marisha Marks: Your time commitment. It's not a drawback; it's just something that needs to be put in because it doesn't happen on its own. Each of the members of the cohort is working with the support team, so it's our time and our commitment, and John Wells is really committed to this process and providing with lots of support to make it happen, but it is the faculty member's time as well to work with the support team, to create the materials, and to build the course. And, also, when you're teaching it, you're interacting with two different populations of students which, again, is a change in maybe your working style or your working schedule where some of your students may require an email response in the evening, or they may require office hours in the evening, or they may require an additional webinar session because they weren't in class and they weren't there to ask the question in class.

John Wells, Senior Vice Provost for Online Education: I just interacted with a faculty member working on a course in Public Health and during the process, working with Heather, it was apparent that this is a significant amount of time and I said, "Let the process play out, let the process play out." Then, I said, "How's it going?" I would be checking in with this person and they are saying, "Now, I'm seeing the benefits of the investment not only for this term but for subsequent terms." So, up front, there is a significant amount of time, but the benefits downstream are significant as well and, so, they're starting to see that. So, there is something where, I think, you initially get involved as a faculty member and you're like, "This looks like a lot of time," but there is a huge payoff down the line.

An unidentified questioner: Is there going to be a second call for proposals in the future and do you have a timeline for that?

Marisha Marks: Absolutely. I would say to look for it next fall. Is that accurate, John?

Vice Provost Wells: The answer to that is yes. We're going to be doing another call and hoping that the numbers can go up. Right now, this is a discovery session for the best practices and how we want to manage this, but we'll have a lot more information there and, by then, hopefully some more resources, and my intent is to be able to push more courses through this process but we will definitely have another call.
**Marisha Marks:** And the other reason to be doing this as a fairly small pilot is to work out the kinks and to figure out the best process for creating these courses both in terms of the building stage as well as the delivery stage.

**Senator Steven Brewer:** Prior to the invention of movable type, people would do lectures as a way for students to get their own copy of a textbook. An instructor would read out their textbook and students would copy it down. I can imagine that many of them thought the invention of movable type was a huge problem. Why will students come to class if they can just buy a copy of the book? How will they actually learn anything? But, since then, most people in pedagogy have argued that lectures are a particularly inefficient way to deliver content and I'm just curious because it looks to me like there is a big emphasis on recording lecture content and providing lectures to students and I'm just wondering why we're advocating that as a path for faculty given that people have argued that we shouldn't be lecturing for many, many years.

**Heather Sharpes-Smith:** We're trying to change the format of the lecture with this pilot. We're going to be emphasizing small chunked lectures with checks for understanding in-between. Rather than standing in front of the class and talking for an hour or thirty minutes, we'll be delivering content in ten to fifteen minute chunks and making sure that the student understands it. We're trying to make the lecture more of an experiential process rather than just the teacher standing in front of the class and lecturing students. We're hoping to engage more with discussion rather than just the faculty member talking.

**Marisha Marks:** The other piece to add to this is we realize that a lot of the faculty are already not spending the full hour or hour-and-a-half block purely lecturing. So, in the first phase of this pilot, with the courses that are going to be running next fall, there's going to be two separate sets of engagements, engagements for the face-to-face students who may be having small discussions in class as well as engagements for online students. Going forward, we're going to be looking for ways to bring those two groups of students together so that they can participate in either synchronous or asynchronous discussions and projects going forward exactly because of what you said.

**Senator Marilyn Billings:** I am really excited to hear of these initiatives taking place and am interested in how we might offer some open education through these resources. We'll actually be doing a workshop here on campus, on February 8th, about the use of open educational resources and how they enhance student learning and engagement and all of those words that you're using and moving towards open pedagogical approaches, so, I'm curious on your thoughts on all of that and how we can work together.

**John Wells, Senior Vice Provost for Online Education:** Marilyn, while we have you here, maybe you can just answer this question, when you listed the benefits and opportunities, one of them is an opportunity to reduce student costs through some of these initiatives. So, we're probably better prepared to talk about some of those opportunities. We're more than ready to engage in that. We've met with Dean of Libraries Simon Neame. We'd like to engage in that because it's a real opportunity, but, I think, it would benefit those in the room to maybe hear a bit more from you about open education initiatives and how it works.

**Senator Billings:** What we're looking at with open education is materials that have been created with highly regarded faculty that are peer-reviewed by their colleagues and using those kinds of the materials in replacement of the traditional, classic textbook. They can be offered in small chunks. There can be short videos on vectors or how to do an experiment. Then, you can put in all kinds of multimodal content with these open-educational resources. I see a few people in this group that have been very actively engaged with open education. One of the people who will be contributing to these designs for content is in Public Health.

**Marisha Marks:** So, for the multimodal pilot, right now, each course has a support team that includes e-learning, instructional innovation, and TEFD. I think that it would be great to include the Library.

**Senator Gonen Dori-Hacohen:** This is a general question. Is there a priority for certain types of courses rather than others? I can see that large lectures are more practical for going online versus small classes that are harder to change. So, is there such a priority or are you thinking about such prioritization?

**Vice Provost Wells:** In Phase One, we tried to create as much of a cross-section across schools and colleges as we could because we really felt like we wanted to see how different subject matter domains manifest in this
multimodal delivery mechanism. But, moving forward, I do think we will be looking at some priorities and they could be, whether it's large classes, small classes, but, you know, we've had some discussions particularly regarding the Mount Ida campus as we start to have more students there. You saw internships come up a couple of times and if there are specific students that are going to be going over to Mount Ida to do internships and there are classes that they can take virtually, those will be ones that we may push up the priority list in order to make that internship experience at Mount Ida a reality. So, those are some of the ways we will prioritize. We'll do it very strategically based on our strategic initiatives and how they align for what we want our students to have.

Marisha Marks: The other question for large classes would be whether it would be worthwhile to have a fully online section of that online class, if there are sufficient enrollments for that, or whether the multimodal approach is really the best.

Secretary Peterson: There is a lot in here about what is attractive in terms of what is convenient for the student. I'm trying to think of a faculty member who has young children, has family obligations. Basically, what you've been suggesting is that someone who is teaching a highly active, simultaneously face-to-face and online multimodal course will probably have two distinct sets of office hours, two distinct sets of response times, the second being in the evening, exactly when you've got to be taking care of the children. So, have people been thinking about what are the implications of this for the work-life balance of faculty because faculty seem to be being treated in here like machines.

Vice Provost Wells: I have young children. I would look at the work-life balance. People can vouch, watching me bomb out at 4:30 to do a swim carpool run and then go to a place in Easthampton and I continue to work. So, there are ways to batch this where you have more control over that. So, I do understand that it is a paradigm shift and something that the faculty need to think about. And, as we're saying, this isn't obviously a mandate across the whole institution. But, I see real opportunities for work-life balance where, if you do need to go out in the middle of the day to help with the kids' activity and then you've scheduled office hours after they've gone to bed, because the nontraditional student is going to be available at 8:30 or 9:00 PM, that's a real opportunity to create that offset. Then, not only have you been there for your kids at 4:00 or 5:00 but you're also able to fulfill your teaching obligations at 8:30 or 9:00 at night. So, I see the opportunity. I also understand that it's a shift, something that will vary, I think, by class. But, it is not going to be one-size-fits-all for this, but I do see some opportunities.

Kumble Subbaswamy, Chancellor: We are obviously seeing a lot of shift in higher education financing, marketplace, whatever else you want to call it. This is honestly a hedge against job loss as well. Just think about what happens if face-to-face job numbers begin to drop. We are in a position of transition in which we can build other models. Those institutions which have solely depended on a particular model of very expensive face-to-face education alone are beginning to close and jobs are being lost. So, in answer to the question, I think that, for those with or without families who are depending on livelihood for this particular position, this is in fact partly a hedge against the rapid changes that are taking place in the educational place, as well. To do nothing is to invite a future that, I think, we don't want to contemplate.

“Maintaining Quality of an Online Course over Time” (10 minutes)
Linda Enghagen, Associate Dean of Professional Programs, Isenberg School of Management

Associate Dean Enghagen: As Secretary Peterson likes to tell people, I've been at the world of distance education for a long time. I actually started in it by accident, literally, in 1984, but I won't tell you that story. What I will tell you is that I have spent my entire career in academia teaching students law and I find myself, at the beginning of every semester when I teach a new class, using the same two words to capture what we are going to do for the entire semester and that all comes down to "The correct answer to almost every legal question is 'It depends' and what we are going to spend the following semester doing is figure out what it depends upon. I couldn't come up with two words to respond to what Secretary Peterson asked me to talk about today, which is how you maintain quality of online courses over time, but I did come up with four: "design accordingly" and "deliver accordingly." In order to maintain high quality in all of our classes, we need to think about the components and the elements when we are first putting a course together. I don't think that it is unfair or inappropriate to refer to that as a design activity. Courses have components or elements. They have the body of knowledge that we are trying to share and deliver and develop with our students. There are the resources that we use, whether they are commercial products from a textbook company, open access materials, library resources, or personal PDFs, it doesn't matter. There's a
discrete subset that is going to vary depending upon what discipline we're in, whether we're teaching it at an introductory level or a more advanced level. So, we have a fair amount of choice but not complete choice over what those materials are. We then have the kind of technology infrastructure that we use; we have Blackboard, we have Moodle, we have the range of products that are our previous speakers were just talking about. Then, we have my favorite topic: how we put those things together in a way that is copyright compliant. I see the legal issues as a design issue; it is much easier to deal with them upfront than it is to retrofit them after the fact when you have one of those oh-my-god moments and you realize that you're using something that you're not allowed to use in that way. So, in order to continually deliver high quality courses, we need to think about how we design them upfront and if you design them well upfront it is easier to change them over time, to provide updates as appropriate, to add more materials here or take out that thing over there that didn't work. But, it requires a very thoughtful process in order to deliver on all of that.

Then, there's the delivery part of it. I, personally, am one of those morning people. I'm actually usually on the computer between 5:30 and 6:00 AM. After I've had my coffee and after I've read the Daily Hampshire Gazette, the next thing that I do is open the computer and go to Blackboard if I happen to be teaching a course that semester. So, I schedule it in my daily routine as if I had to go every Tuesday and Thursday from 1:00 to 2:15 in the afternoon and deliver a class somewhere. In order to focus on the delivery part of it, you want to make it part of your regular routine and that is part of what produces the quality because the students learn to depend on you. Although I do wish that the timestamp in Blackboard could be taken out so that the students don't know that I'm doing this at 6:00 in the morning. I actually would prefer that they didn't know, but that's neither here nor there; that's a personal idiosyncrasy.

Another part of high quality delivery is establishing expectations with your students, delivering on them most of the time, and, then, when you are unable to for some reason, and that will occur, you either jump into the class and say, "Oops, not going to make it, I'm going to meet this other deadline, wanted to let you know." A lot of these things sound simple, like common sense, but I can promise you that I've read lots of course evaluations for lots of faculty over many years and students are very much accepting of the fact that we are human beings with lives and that life sometimes intervenes. But radio silence in an online environment is really, really bad; I can't even talk about how bad that is. With me, I actually put a long paragraph in my online syllabus entitled "What You Can Expect of Me" and I also put in there what I will do when I fail to meet those expectations; I will get in touch with them as soon as I am able. Most of the time, I meet that and when I don't, they're kind of thinking, "Oh, OK, she's there most of the time, usually early in the morning, so something's going on, car died, you know, whatever." So, listening to myself talk, I can imagine that some of you are thinking that that's a personal idiosyncrasy.

I'm one of the few people I know, and maybe it's generational, who is rubric-averse. They make me cringe. The reason is simply this: we're supposed to be training and educating people to develop the capacity to engage in original thought, to solve new problems that have never been solved before. Those kinds of problems do not lend themselves to using a rubric. So, anyway, that's my rubric rant; I'll stop. It's just an opinion.

In sum, design accordingly and deliver accordingly. I have a ten-percent rule; every year I have to update ten percent of every course I teach as a self-imposed rule. With technology, some of the instructional designers can tell you that, by the time I call them and say, "Will you help me do X?" most of the time I've struggled with the technology for a minimum of forty-five minutes before I asked for help. That's another rule that I have because if I can figure it out on my own, I got it and I'll have it next time. As Vice Provost Wells said earlier, there is a front-load in the beginning; nobody should be operating under the illusion that there is not a lot of labor-intensive work that has to go in to designing and delivering online education well from the outset. But, once you have that done, you don't want the electronic equivalent of the thirty-year-old yellow pages of paper that are brittle. Now, instead, you have an electronic file that is corrupted or something. I don't know. But, what you've got to be able to do is continually work on it, so make it easy for yourself. Talk to the textbook companies and if they say to you, "Yes, the supplementary materials should be compatible with Blackboard," you say to them, "And how do we get past 'should' because 'should' is not an adequate answer?" If you go down that path and they're mistaken, you're in trouble. So, be disciplined, be organized. The students want a structured environment but a structured...
environment can be within wide parameters that still allow and compel them to muck around in dealing with the ambiguity that we need to assist them in becoming comfortable with in their professional lives. I could say more but I'm going to stop here.

Questions

**Secretary Peterson:** Teaching online, you're in a situation in which you're not face-to-face with your students. If you're in a face-to-face class, you could look at their body language, you could get a sense of are they getting it, are they awake, are they open. How do you figure out whether you are getting the material over to your online students before you've given them a paper or a project or something? How do you get that ongoing sense how the course is going, and then at the end of the semester how do you get a sense of where the students were, where you are, and how well the students think that the course went?

**Associate Dean Enghagen:** Part of the answer to your last question involves what kind of feedback you get on the SRTIs and that tells you something. I still read the SRTIs for my own classes and look for what I call the nuggets and when I see repeated comments or criticisms about the same thing, then I know that there's an issue, something that I am not getting across to them in a manner that is particularly clear or effective. I like to think, but you never know because you can't prove a negative, that I've developed my skill over the years at recognizing a bad student question. So, when I get email messages from students and they're posing a question about the class in a way that there's something odd about it and I sense that that's not what they mean and I'm not sure what they do mean or what they're looking for. I respond to them in a couple of ways. One of the ways I respond is by email, simply saying, "Is this what you're asking?" Or, I say, "My understanding is that you mean this. The answer to that is this other thing. If I got it wrong let me know." Another strategy that I use, and I don't have to do this often, is to offer phone calls and I schedule phone calls with them. Usually, five minutes into a phone call, you've got everything clarified. I don't remember how I put in the syllabus, but there's something in the syllabus stating that you can arrange phone meetings with me and that kind of stuff. So, you learn over time how to read that. I agree with you that there's a difference from discerning it from text and discerning it from watching the non-verbals in the room and you don't have the non-verbals in the room. Can I say out loud that I can't wait for Web X to get operational because that is going to solve some of this kind of this by allowing a higher measure than even something like Zoom of people being able to see each other and develop that. It's interesting to me that, when I started in distance education in the 1980s, it was video-based and then everything went to online and completely text-based. Now, we're back to people wanting video and human interaction. There used to be television studios over in the School of Engineering. So, everything was done that way then; there were videotapes that were duplicated and mailed to people. You give them plenty of opportunities to ask. That's the other thing. They have multiple opportunities to ask and you make it easy and friendly. I almost never play gotcha with students; you've got to come at me a number of times before I respond to you with gotcha. But, if you make yourself available to them in a way that you respond to them respectfully, they are open to that. Sometimes they are afraid to reveal what they think that they don't know and you just end up pulling it out of them. They're not spending the money because they don't care.

B. ANNOUNCEMENTS

1. Principal Administrative Officers

**Kumble Subbaswamy, Chancellor:** It’s the beginning of the year which means that the state is beginning to grapple with its budget for the next year. As most of you know, it is a multistep process with four or five steps. The first step is for the Governor to propose, in House Bill 1, his budget for the state and there is good news in that budget. For the last several years, we have not received the collective bargaining amount folded into the base budget as it’s supposed to happen. I’m very pleased that the Governor has put in the full amount that is owed to us for the three years. This means, honestly, that we don’t have to go into budget cuts because of that at least; if we hadn’t gotten that, we would have no other recourse but to go for budget cuts. So, I’m very pleased that that first step has built in the three years of collective bargaining increments into the budget. Of course, now this has to go through the House and the Senate and the conference committee and then to the Governor and the veto and the override and all that, but, at least, this is a great start and I am very optimistic.
John McCarthy, Provost and Senior Vice Chancellor for Academic Affairs: Welcome back for the new semester. Thank you very much for turning out on this rainy but balmy Thursday. This is officially what we’d call a January thaw, which is a period of warmth which occur within five days of January 25th and, since today is the 24th, it’s a January thaw. There is much literature in the meteorology field disputing whether January thaw is a real thing or not because there is a wide range of natural temperature variation and the temperature records are not so long that we can be sure that it’s just some statistical phantom. Now, my report on the various Dean and Director searches that are going on now. We successfully recruited Anne Massey as the new Dean of the Isenberg School of Management; Anne is currently at the University of Wisconsin and was previously at Indiana University. We are hosting campus visits this week and next with five very impressive candidates for the Director of the Fine Arts Center; we’re very hopeful that we’ll get somebody really good for that. We’re also going to begin next week or the week after with five equally impressive candidates for the Dean of the College of Engineering. The Public Health and Health Sciences Dean search is somewhat further behind than the other searches and I believe the airport interviews for Public Health are scheduled for March 7th and 8th. The weather has been our friend; we’ve had years of searches when every visit had to be rescheduled because of snow. I recall that happening when I was chairing the search for the Dean of the Honors College. I want to say one thing. We’re getting really high-quality candidates who are very interested in these jobs. I have met all of the Engineering Dean candidates because I spent two days at the airport talking with them. I met with all of the Isenberg Dean candidates and I’ve been meeting with the Fine Arts Center Director candidates as they come to town. In every case, they mention our upward trajectory, they mention the Top 20 goal, they see this place as a great place to come to and work because it’s rising and improving rapidly and it’s a very attractive job for somebody who wants to move into a senior academic leadership position. So, I’m very hopeful for the future. Thank you.

Andrew Mangels, Vice Chancellor for Administration and Finance: Good afternoon. Welcome back. The Chancellor stole some of my thunder in regard to the Governor’s budget. We’ve been talking about it and waiting with bated breath. When you see it, it looks like a 7.5% increase over the base that we had but, if anybody questions you about that, it’s really the three years of 2% raises that have been folded in that we’ve been receiving one-time funding for. I will also add that we got funding for the IALS voucher program, not to steal Vice Chancellor Malone’s thunder. There are a couple of other items that are noteworthy. Many of you might have noticed a fence outside of the Student Union Building; that’s going to enable the renovation of the Student Union. We’re very excited about the new Student Union that will be coming online approximately two years from now. In the meantime, there will be a lot of disruption, unfortunately; you’ll see the detours. The Student Union offices have been relocated, some of them to the Campus Center but the majority of them have gone over to Bartlett Hall, which is becoming more and more of a swing-space kind of building. So, if any of you are Earth Foods customers, you can find Earth Foods in Bartlett and many things have moved there. The last thing that I’ll mention is bargaining. We have successfully concluded the Professional Staff Union negotiations. The money is in hand and we will be paying the raises on February 8th. So, that will take care of the vast majority of employees. There are a few contracts that are still outstanding but, overall, we’re getting there, chipping away, at completing all of the raises. So, once again, it’s been great news from the Governor’s budget standpoint. We’re very happy for that support.

Michael Malone, Vice Chancellor for Research and Engagement: Thank you. The Chancellor mentioned the budget grappling going on in Boston. There’s also a reasonable amount of that going on in Washington. We’ve started to get more and more questions about people with sponsored research projects from some of the federal agencies that are not in operation because of the shutdown. For those whose grants are current, we are continuing to support them financially in the anticipation that we will eventually be reimbursed by the federal government, hopefully sooner rather than later. That means that our accounts receivable are growing larger than they would normally be. There are longer-term consequences for people who have, for instance, proposals pending at federal agencies. If we get a notification of award, either verbally from a program director directly to my office or by email or in writing, we will set up the award; we will pre-establish it. The federal government allows us to spend ninety days in advance at our own risk. If we don’t have the award and you have an emergent situation – we do know of a couple of these – please consult with your department, dean, and, if necessary, the Provost’s Office to see what we can do to help out a little bit. We can’t take large projects and fund them ourselves in lieu of the federal government but we will try to help if there is something, for instance, that would be irrevocably damaged and can be taken care of with a reasonable investment. Hopefully, we’ll have some better news on this very soon.
**Vice Chancellor Mangels:** I’m reminded that there have been questions coming in to the Bursar’s Office. Fortunately, the federal Department of Education has been funded. So, there has not been a significant disruption of our financial aid processing. Most of our students who are coming in in the fall semester had already filed their FAFSAs. So, there should be no impact on financial aid. There are some situations where students are finding some difficulties in adjusting FAFSAs or getting FAFSAs processed. The Bursar’s Office will be extending due-dates to mid-March for students who are affected by any kind of financial aid processing delays and also for families who are affected by the shutdown as federal employees or federal contractors. If they are experiencing financial difficulty, those due-dates will be extended for them as well.

**Anna Branch, Associate Chancellor for Equity and Inclusion:** Good afternoon, everyone. I just want to tell you about an upcoming symposium on polarization that will be taking place on campus from 9:30 AM to 7:00 PM February 5th, “Understanding the Forces that are Driving Us Apart.” There will be several featured speakers including, in the evening, Daniel Ziblatt, co-author of *How Democracies Die.* The lunchtime keynote speech will be provided by Lecia Brooks, Outreach Director for the Southern Poverty Law Center. There will be a midday conversation with Jelani Cobb on speech on and off campus. This is just one of the ways that we are responding to ongoing concerns about hate and polarization on campus. So, I encourage you to attend. One of the things that we’ll also be providing is a polarization syllabus providing opportunities for faculty to integrate what will be coming out of the conversations at the symposium and rising issues nationwide into a learning experience. So, you’ll hear more from us soon about that.

2. The Secretary of the Faculty Senate

**MJ Peterson, Secretary of the Faculty Senate:** Well, I think you’re bored with everybody saying, “Welcome back.” So, I’m going to say, “I wish you a great start to a good spring semester in this lovely January rain.” I want to talk about two things that have not been directly before the Senate but have been the subject of interest in different parts of campus. One is a proposed modification to the policy for use of property on the Amherst campus, otherwise known as the land use policy. That makes it sound like the Amherst zoning code, but it’s not; it’s a Board of Trustees document. It has an interesting provision. It was adopted a long time ago, even before there was a five campus UMass system, and it does pertain to this campus. It has this interesting provision on amendment that members of the campus community can propose amendments to the policy by going to the Faculty Senate Student Affairs and University Life Council. The Council then looks at them, and if it endorses them, recommends them on to the administration. Ultimately, any change to this particular document has to be approved by the Board of Trustees. About two years ago, the undergraduate Student Government Association (SGA) started a process of rethinking this document because they found that a number of provisions were being misunderstood or were confusing and there was one – which, actually, the Board of Trustees eliminated over the summer by just deleting it – which was widely read as inhibiting freedom of expression. A lawsuit had been filed on it; the Board eliminated it. The effort to change the policy actually had started at least a year before the lawsuit was filed, so it was not inspired by the lawsuit. That effort, which was initiated by the undergraduate students, involved some faculty because the SGA convened a joint student faculty working group that involved people from Student Legal Services, involved members of the faculty and members of the SAUL Council – faculty, students, and senior administers in Student Affairs and Campus Life – and, after two years, they came up with a very thoughtful rewriting of the land-use policy. This was endorsed by the SGA Senate and the Graduate Student Senate in December. It was endorsed by the SAUL Council in early January. It is with the administration. There obviously needs to be some careful consideration; the Board will look at it very carefully and have system counsel look at it. I was asked at one point why this didn’t come through the Senate; that’s because the policy itself specifies this very peculiar route for revision which will be changed if the new version is adopted. I wanted to let you know that this has been happening so that, if you read later on that the Board did adopt a change to the land use policy, it will not be a total surprise to you.

The other thing that I wanted to talk about is the subject of a conversation among some members of the Senate over their holiday dinners in December where they learned that some students experience food insecurity or hunger and got curious about what the campus knows about this, what the campus does about this, and it turns out that the campus is aware of this, that the campus does have some programs for dealing with this, and also some links to local programs that are dealing with this. Now, if you go on the Student Affairs and Campus Life portion of the UMass website, you can find, along the top of their navigation, something called single stop resources. If you click that, you get this really interesting menu: it’s all phrased as “I need…” “I need housing.” “I need food.”
“I need medical assistance.” “I need psychological assistance.” “I need academic assistance.” If you click on “I need food,” you are told there is a student food pantry, you are told that there is assistance for low-income students and their families to secure eligibility for food stamps, and you are told about various other local programs. There’s another nice feature on this website that I wanted to point out called “I want to help.” If you click on that you get links to volunteer opportunities in various areas. I thought it was worthwhile to bring this to the attention of the faculty so that more people know about it. It is actually one of the better constructed pieces of our website. Other than that, Faculty Senate councils are getting back to work. We are resuming our ongoing processes and you’ll be seeing the results of that in future meetings. Thank you.

3. The Chair of the Rules Committee

Senator Bruce Baird, Chair of the Rules Committee: The Rules Committee was busy with three meetings. We met with the administration twice. At our December 14 meeting, we had a presentation from Vice Chancellor Enku Gelaye about campus climate for the undergraduate students. I just want to say two things about that. One was this sense that there are people from outside of UMass with a vested interest in trying to exacerbate the tensions on our campus; they’re trying to do this even every campus. So, we’re not just dealing with local actors; we’re dealing with bots and national and international actors who are trying to foment discord on our campus. So, the administration is very aware of that and Vice Chancellor Gelaye is having meetings with people. That’s a probably normal new normal that we’re going to have to adjust to, that we’re part of this larger world where people are attempting to sow discord on our campus. Then, the other thing that I wanted to talk about is that the administration did acknowledge that they had underestimated the amount of information that they needed to provide to new students because some of these hate incidents happened so soon after the start of the semester. So, they’re trying to recalibrate how quickly they reach out to students because sometimes students had only been here one or two weeks before they were subjected to a hate incident and did not know that the campus has procedures in place. So, going forward, there’s going to be an effort to make sure that our student know right away about our policies and procedures. Then, finally, there was some worry about whether there is a gap between our aspirations and our reality. I don’t think that anyone wants to lower our aspirations. Certainly, as Vice Chancellor Gelaye was saying, how do we make sure that slogans like “Hate has No Home” match with the experience that the students are feeling? So, these are some important conversations that are going on that I thought that I should share with you. There was a short presentation by Vice Chancellor Mangels about shared services. These are the things that the central system administration thinks may be better handled centrally rather than by each campus. So, some things may be moved to Boston.

On January 10th, we had a presentation by Associate Provost Martha Stassen about the new SRTI forms and the changes in SRTI forms. Some of this is somewhat cosmetic. There was a problem with general questions and specific questions about an instructor being intermingled and the suggestion that this should be teased out. Another element of this is more questions to the students asking how much work they put into a class, things like that. We had a presentation from Vice Chancellors Malone and Mangels about the impacts of the government shutdown and you just heard some of that replicated here for you. We had Provost McCarthy talk to us about the review of online education courses. On January 14th, the Rules Committee met again and took up, at the suggestion of a Senator, student hunger. Then, we also had a report about UMass Online and how that would interact with our own online efforts. Thank you.

4. The Representative of the Massachusetts Society of Professors

Senator Steven Brewer: I’m standing in for Eve Weinbaum who asked me to briefly summarize that MSP has negotiated a short-term pilot project through next year for faculty converting in-person classes to multimodal format. It only continues through next year. During that pilot, we want to hear from our members about what is working and what can be improved. We really need input from across campus as changes are implemented. The other thing she wanted me to communicate is that the kickoff of the Fund Our Future campaign will be held on Wednesday, January 30th, at noon in Amherst Room in the Campus Center. The MTA had planned originally to have a campaign to support the “Fair Share Amendment,” but the proposed amendment was declared unconstitutional as I’m sure you’re aware. At the K-12 level, the MTA is focusing on the state’s foundational education budget which several years came out and showed that the state is underfunding K-12 education by hundreds of millions of dollars statewide. On a per-student basis, state support for higher education in Massachusetts is one third less than it was in 2001. The Fund Our Future campaign is a coalition effort to increase
C. QUESTION PERIOD

Senator Richard Bogartz: I’d like to introduce Professor Susan Shapiro, who is a member of the Judaic Studies Department. We were two of the people who were involved in that Christmas afternoon discussion of the problem of hunger on campus. Susan brought the subject up, some other people commented, and I suggested that we not end the conversation over Christmas dinner but that we look further into it. I’d like to let Susan speak now.

Professor Susan Shapiro: Thank you. I was really pleased to hear two people already address this issue today. That’s great. I think that that, however, should be just the beginning. Let me begin by saying that I was not aware of the issue of food insecurity on our campus until last semester when it became very clear to me that several of my students were very food insecure. That is part of the issue. We have, obviously, a lot of things that the institution offers such as a food pantry that is primarily stocked by other students; that is obviously something that faculty could participate in. We have other policies as well and resources that are very helpful. The issue is how do students get to these resources and what is their experience when they do try to avail themselves of those resources. I don’t know. I could just ask how many people knew before today, for example, that there is a serious 30% food insecurity on our campus, just as there is across the country. There is a U.S. General Accounting Office (GAO) report that came out three weeks ago, the first study of its kind, which indicates that food insecurity is obviously a systemic problem at colleges and universities across the country. The question is how to address it. Virtually all of these colleges and universities have the same programs that we have and yet all of us have students who continue to be food insecure and some who are homeless as well. My question is what is the role of faculty in this? Number one: I think that we have to become aware of the problem and be aware that we have students in our classes who may look like every other student in the class but may be sleeping in the library and may be food insecure. When I say that, what I mean is that they may go for two days without food. How can they even concentrate and achieve in the classroom with that going on? Again, we have the resources. We have a lot of things to offer. The question is, and I think that we need to study this by turning to the students, why is it that students have not been able to avail themselves of some of these resources? Some of the issues have to do with students not knowing that they can get SNAP, something that, unfortunately, the shutdown will put in jeopardy for people, including students who do get SNAP, very soon. But, it isn’t only that. Students often have a great sense of shame. Just before I came here, I had a student who said to me, “I don’t go and ask for things because of my sense of dignity.” This is a middle-class student who falls between the kinds of things that would be offered to her. She’s not poor enough to get certain programs like Pell Grants and yet she doesn’t have enough money to have reliable food. She gets money from her family but it changes from week to week. That is just an example and it is anecdotal but, if you look at the GAO report, which I very much encourage you to do, you will find that this is a systemic problem. So, for us, the question is, what do we do? What do faculty do? I think that administrators have done a lot of great things. Dean Julie Hayes is about to do some great things on this. The thing I’m most concerned about is what is our role as faculty? Number one: I think it is to know that it’s happening. How do we know that? The students isn’t necessarily going to tell you. I wonder if one of the things that we can do, and I’ll try to wrap this up quickly, is, in the beginning of a semester on an information sheet have something like, “What are some of the challenging things in your life that you think might make it difficult for you to achieve your goals or succeed in this class?” Then, they can list things like: having two jobs, family responsibilities, illness, food insecurity, homelessness, something like that. Then, you at least have a sense that there’s a problem there. Some students might be more forthcoming but you don’t ask them directly, of course, and this information would be secure; you wouldn’t share this information. So, I’m inviting us to think about this because this is a problem that we have here at UMass and that we have across the country and I think that it’s up to us; I think that the faculty have to play a role in being part of the solution and not only rely on the administration, who are doing a lot, but to be a connector between the students who feel shame and don’t go and avail themselves of those resources and helping them to do that somehow. If you have other ideas, I’m completely open to them and would love that actually. Thank you.
Senator Bogarts: I’d just like to add one thing. I believe that the expression “food insecurity” is the Devil’s work. It’s just another way of saying “hungry” without saying “hungry.” I’m in favor of saying “hungry.”

Senator Gonen Dori-Hacohen: I have a question for discussion. I was here during the last week of December, the 15th to the 20th, doing what I frequently do, which is going to the Blue Wall to eat. During that time, the music that was playing at the Blue Wall was Christmas songs, which I find surprising. I didn’t remember that from previous years. I wasn’t here last year, so I don’t know. It struck me as somewhat strange with this being a public university and, for me, Christmas being something of Christianity. Especially this past fall, religion became a point of sensitivity both across the country and on campus. I don’t know if I’m going to be a Grinch by taking away the music. But, I wonder if other people noticed that, and also whether that is acceptable under our policies. To some degree, I was somewhat disappointed that there was no sensitivity to the fact that Christmas music can be and, in my case, is exclusionary. That is to say I don’t celebrate Christmas. The first thing that my daughter says during the month of December is that we don’t celebrate Christmas. It’s hard enough to have all of the radio stations turn to Christmas music and no be able to listen to radio in this region and then come to the place where I eat two or three times a week and have the feeling that something here is off. So, I wonder if all of the talk about inclusion, and diversity, and dignity, and respect are not there just to make us feel better when, in our daily life, to some degree, we don’t have the sensitivity of what is inclusive and what is not. Thank you.

Kumble Subbaswamy, Chancellor: Thank you for bringing this to our attention. Obviously, it is serious matter; we need to live by what we say are our core values and our principles. Having said that, I’m not sure exactly where in the organization that came about. But, we will reeducate and try to get more and more people to understand how we live by what we say are our principles. Thank you for bringing this to our attention.

MJ Peterson, Secretary of the Faculty Senate: A question for the Chancellor. Most of us have been reading the local newspapers, a few of us have indulged in reading the social media discussions regarding Hampshire College, which has announced that it is looking seriously at its future, has announced that it’s entirely possible that they won’t admit a freshman class and that’s a decision that they have to make by a week from tomorrow. I was wondering if the administration knows anything further about the situation that it can reveal without violating any promises of confidentiality.

Chancellor Subbaswamy: The Hampshire College President made the public announcement about their declining financial situation and also talked about the fact that they are seeking partners who could then be helpful in stabilizing going forward with what are called strategic partnerships. Those conversations have been with many college presidents and along the way, certainly, I was one of the people who she spoke with in very general terms. We are a public university and our resources are severely limited. The statements that have made by Hampshire have been in terms of partners who would help them preserve the Hampshire model and stabilize going forward and so on. Honestly, we don’t have the kinds of resources to simply prop up what is a national problem in terms of declining enrollment and for small liberal arts colleges that are heavily tuition dependent and have heavy discounting and so on. Obviously, we care deeply about the final state of affairs of Hampshire College. We were one of the partners that started Hampshire College almost fifty years ago. We’re intertwined in that we exchange classes, students, programs, and faculty, and we share the Valley. So, this is certainly something that we would be very concerned about. I think that they should go with what they’re trying to do, which is seek the best partner who would satisfy their requirements of what they would like to see in terms of their institution going forward. However, if they were to decide, after looking at all of the other potential partners, and conclude that we were still the best option, we would certainly engage seriously in a public discourse about what that would entail, what we could do and could not do, particularly because whatever we do cannot end up costing us more money and resulting in higher tuition for our students or budget reductions or things like that. Similar to what happened at Mount Ida, basically, we would have to have a plan which would generate the revenue to pay for whatever it is that we would do. Those are the conditions under which we could enter into a partnership. So, that’s something that they know in these general terms. If, in due course of time, they conclude that we are really the best partner to move forward with then we would have a conversation about what that would entail, could we pull it off, and, if so, what are the implications and so forth.

D. NEW COURSES (CONSENT AGENDA)

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MOTION: That the Faculty Senate approve the courses ANTHRO 397, EDUC 320, ENGL 150, HT-MGT 377, HT-MGT 387, JUDAIC 327, THEATER 329, LABOR 615, LLC 520, LLC 521, MATH 646, NRC 589, PHIL 600, PHIL 800, PUBHLTH 520, and SCH-MGMT 704, as recommended by the Academic Matters, General Education, and Graduate Councils, and the University Writing Committee.

The motion was adopted.

D. NEW BUSINESS (CONSENT AGENDA)

MJ Peterson, Secretary of the Faculty Senate: Before I read the motion, I want to deal with a concern that was brought up. Certain very sharp-eyed readers, such as Senator Gross, noticed that in the proposal to revise the B.S. in Microbiology there is a reference to eliminating a course equivalency at one point and it never shows up again. The reason for that gap is that the thing to be eliminated is in the embedded computer code that we omitted for convenience from the proposal because the computer code is basically unreadable to human beings. That is the only problem with that document. The rest of it is correct as approved by the Academic Matters Council. So, on to the motion.

Secretary Peterson moved to add the word “Graduate” proceeding the word “Certificate” in the text of Item 4. The motion was seconded and adopted.


MOTION: That the Faculty Senate approve 1) the Creation of a Certificate in International Business, 2) a Revision of the BS in Microbiology, 3) the Creation of a Graduate Certificate in Translation and Interpreting Studies, and 4) the Creation of a Graduate Certificate in Forensic Accounting, as presented in Sen. Doc. Nos. 19-034, 19-035, 19-036 and 19-037, respectively.

The motion was adopted.

5. Amendment to the Special Report of the Nominating Committee concerning Nominations of the Faculty Senate Councils and Committees, as presented in Sen. Doc. No. 19-033A.

MOTION: That the Faculty Senate approve the Nominations to Faculty Senate Councils and Committees, as presented in Sen. Doc. 19-033A.

The motion was adopted.

The 783rd Regular Meeting of the Faculty Senate was adjourned at 5:04 on January 24, 2019.

Respectfully submitted,

MJ Peterson,
Secretary of the Faculty Senate