A. REMARKS BY CHANCELLOR KUMBLE SUBBASWAMY “STATE OF THE CAMPUS”

Kumble Subbaswamy, Chancellor: Good afternoon. Thank you for this opportunity to address the Faculty Senate about the state of the campus.

In just a decade or so, American higher education has gone from a sense of an ever-expanding worldwide marketplace to one of a shrinking marketplace even within the United States because the traditional age undergraduate market is declining. The reasons are ultimately threefold. One is rapid escalation in the cost of higher education making college education really unaffordable to many. The second is a declining college-age population, particularly acutely with the reduction in births after the recession of 2008. The third reason involves geopolitical forces that are making it more difficult for international students to come, or want to come, to the United States. In this environment, the only antidote to declining enrollment, and potentially being put out of business, is really high quality often perceived through national and international rankings. In recent years, our strategic emphasis on excellence has resulted in an unparalleled level of success. Not only are we surviving the challenges of today’s higher education marketplace, we are, in fact, thriving. As our national and international reputation continues to grow, I am confident that we can deliver for the people of Massachusetts and beyond even greater returns: a public University defined by its revolutionary ideas of teaching, research, and outreach to society, ready to compete with the best universities at home and around the world to the benefit of humanity, and, in fact, defining what a good university of the future ought to be.

Our momentum is evident everywhere and we will build on this momentum to continue our ascent. You’re probably tired by now of hearing our bragging points, but they are worth repeating. Having moved in the national rankings, in *U.S. News & World Report*, from #52 in 2010 to, now, #26, we are now one of the fastest rising top-tier public research universities in the country. The primary driver of this rise has been the improvement in our graduation rates. Our four-year completion rate moved from 52% to 74% and our six-year completion rate from 70% to 80% over the past eight years. Equally important, our placement rates of our graduates have improved significantly with our professional schools achieving 80% to 100% success rates.

Our faculty are recognized for their scholarship, creative endeavors, and research. From early career and lifetime achievement awards to Fulbright, Mellon, and Guggenheim, our faculty garner national and international attention at the highest level regularly. We currently have on our faculty seven faculty members who are members of either the National Academy of Engineering or the American Academy of Arts and Sciences, our highest number in these societies so far. For Fiscal Year 2018, our research and development expenditures total over $210 million and we rank third among all Massachusetts universities in research grants from the National Science Foundation, behind only the Massachusetts Institute of Technology and Harvard University.

Not surprisingly, we are increasingly a destination of choice for the best and the brightest from Massachusetts and beyond. For the Class of 2022, we received about 41,600 applications and welcomed a class of approximately 5,050 this fall, a 7% increase over last year due to an increase in our yield rate. These students are the most academically accomplished class in our history, arriving with an average SAT score of 1294 out of 1600 and an average high school GPA of 3.90. And, as we welcome the Class of 2022, we continue our commitment to access. Our students of color population is approximately 32%, having increased from about 21% to 32% over the last ten years, and the underrepresented minority population is about 17% of the entering class. Overall, approximately 25% of our undergraduate students are the first in their family to attend college and more than 22% are Pell-eligible, meaning that they have the highest financial need based on family income.
Our success is gratifying and, as we move forward, we express our strategy for further improvement in the form of achieving Top 20 qualities. We want our outcomes and our impact to be comparable to those of the Top 20 national public flagship universities. A significant factor in our Top 20 goal involves solidifying our importance to Massachusetts. As the Commonwealth’s flagship campus, UMass Amherst is the most comprehensive, academically rigorous, and research-intensive institution of our state’s twenty-nine public colleges and universities. And, as is the case with our peer flagships across the country, our mission is to serve the entire Commonwealth through teaching, research, and service. In this dual role as both the Commonwealth’s only public land-grant university and the flagship, we are a critical factor in supplying the high-skilled talent that drives the Massachusetts economy. The Massachusetts Executive Office of Labor and Workforce Development projects significant growth in demand for Science, Technology, Engineering, and Mathematics (STEM) talent through 2024. Much of this growth overlaps with some of our strongest programs at UMass Amherst including material science and engineering, life sciences, cyber security, and big data. While there was a time when the top private colleges and universities in Massachusetts might have played a major part in filling this talent pipeline, since 1986, in-state enrollment at these private institutions has dropped by 70%. UMass Amherst now educates more in-state students than Massachusetts top private universities combined and, with 70% of our in-state students coming from greater Boston, we educate more students from the Boston area than any other university in Massachusetts. We also award more undergraduate STEM degrees than any other university in the Commonwealth.

Despite our remarkable momentum and the critically important role we play in the economic and social wellbeing of Massachusetts, we cannot afford to be complacent. The significant decline in high school graduates due to a corresponding drop in birth rates has already begun and will continue. The northeast is expected to see a 25% drop over the next several years. On our campus, after more than a decade of year-after-year increase in undergraduate applications, we are acutely aware of this decline because we saw, for the first time, a decrease in the number of applications coming in. Like our peers, we are expanding our recruitment efforts to meet enrollment goals for some academic programs. To continue to compete in this challenging recruitment environment, we will put even greater emphasis on quality by way of student success and the student experience. Small, second-tier private colleges are feeling the greatest financial pinch. Despite our recent success, we are still not seen in the marketplace as competitive with universities such as Northeastern, Boston University, Boston College, or the University of Michigan or the University of Maryland. That we have to become more competitive at a time when increases in state contribution to the operating budget continually fall short of increases in fixed expense and when capital funding from the Commonwealth has essentially dried up makes our task even more challenging. Growth in online education to reach nontraditional student markets is imperative. More importantly, we’re beginning to see signs of where higher education is headed in the coming decades. From the notion of a decade ago that massively open online courses (MOOCs) would replace place-bound colleges, we’re beginning to see higher education as evolving into different co-existing modalities of acquiring education, skills, and credentials. Education is truly becoming less and less place-bound and more and more lifelong. As befits our university’s history, we intend to embrace this upcoming revolution and become leaders.

Interestingly, the higher education world is, in fact, just catching up with one of our old revolutionary ideas from the 1970s, the University Without Walls (UWW). We are launching a strategic repositioning of UWW to better face the future. The future university will be an integrated academic service organization that consists of face-to-face, immersive mode, online mode and hybrid, full-fledged degrees, stackable credentials, and even MOOCs. The services will be bound together on a multifaceted platform tailored for students based on their location and stage of academic life. These cohorts will include high-school seniors taking dual-credit courses, traditional undergraduates on campus, nontraditional undergraduates pursuing or completing a degree through distance learning, graduate students, mid-career professionals, and those learning in retirement. This reframing and repositioning of UWW will uniquely position UMass Amherst as a leader in the seamless integration between on campus and online academic offerings with uniform high quality guaranteed by a single UMass Amherst faculty body. In my opinion, this transformation of UMass Amherst is what will ensure its future success and glory. It won’t happen overnight, but we must grasp the challenge of shaping this future right now.
Incrasing philanthropic support is also critical to our continued success and we will be launching another fundraising campaign shortly. We must build on our growing culture of giving to increase private support and cultivate strong relationships with UMass Amherst alumni and supporters. We need to start thinking about or next fundraising campaign and we already have. As we move forward over the next few years, we will reinforce our emphasis on planning, assessment, and continuous improvement. A newly refreshed strategic plan entitled “Be Revolutionary” is our blueprint. Its three main goals of making the University a destination of choice, partner of choice, and community of choice are infused with two overarching principles: mobilize all of our resources to achieve a sustainable financial model and instill a culture of evidence at all levels. Each academic and support unit should understand how this university blueprint informs their respective unit-level planning and prioritization.

Specifically, we are focused on six priorities for the 2018-2019 academic year:

1. Successfully complete NEASC, or what is now called NECHE, reaccreditation; the site visit involved is about to happen October 21 through 24,
2. Make greater use of data and analytics to identify and remove barriers to further success in the areas of student retention, graduation, job placement, faculty and staff work, resource use, and fundraising,
3. Incorporate the Mount Ida Campus of UMass Amherst to further our mission and achieve strategic goals, implement the obvious initiatives such as more internship opportunities for our students while also exploring other options such as executive education and new research centers.
4. Take steps to redefine UMass Amherst as an integrated, multimodal, multigenerational, educational enterprise organized around a single quality-driven faculty, a true university without walls. We will organize every aspect of our educational offerings from immersive face-to-face undergraduate education for young adults, to continuing education for adult learners and mid-career workers, to those learning in retirement as part of a high-quality, faculty-driven continuum.
5. We are reorganizing and re-energizing branding, marketing, alumni affairs, and fundraising operations for maximum impact to help achieve all of our goals with particular emphasis on starting the next fundraising campaign.
6. We must continue our efforts to improve our campus climate for work and study, thereby fostering achievement and satisfaction for student, faculty, and staff of all backgrounds and views.

To this last priority, while we know that universities are predicated on free expression and respect for shared perspectives, we live in a time when our nation seems increasingly polarized and willingness to truly listen to one another is in short supply. The repercussions of this societal deficit of trust and civility are creating challenges on campuses across the country. Here at UMass, we are not immune to these challenges as we deal with biased perspectives and racially motivated acts of hate on campus as we have seen in the past month. But, such acts of hate will not distract us from our commitment to fostering a community of dignity and respect in the long run, a community that honors our differences and allows thoughtful communication and interaction among all members of our community.

And, while we have much to do, I thank all of you, our faculty, for advancing an intellectual environment defined by the open and respectful and civil exchange of ideas. I also thank all of you for the role that you have played in our current success. As we focus on our campus priorities for 2018-2019, and the future, and remain guided by a quality of culture of planning, assessment, and continuous improvement, we will build on our momentum and continue our upward trajectory for I firmly believe that we can become a Top 20 national public university and a model for a flagship university of the future. As with any climb, the higher we go, the steeper the terrain, and I ask for your continued support as we move forward galvanized, ready to realize our full potential. Thank you.

Senator Steven Brewer: I want to thank you for your inspirational comments and express my appreciation for your deft leadership of the campus for these many years that you’ve been here now, longer than any chancellor since I arrived at the University, I think; that is much appreciated. I had one question. You mentioned a single
B. REMARKS BY ASSOCIATE CHANCELLOR FOR EQUITY AND INCLUSION ANNA BRANCH
“DIGNITY & RESPECT CAMPAIGN”

Anna Branch, Associate Chancellor for Equity and Inclusion: Good afternoon, everyone. I’m going to give you a quick overview of the campaign which I know you have seen – it’s all over campus. Our goal and our focus is what it takes to make our environment safe and welcoming as a living, learning, and working environment for every member of our community and to work towards that goal. I want to start out by highlighting what gets in the
way. Nationally there’s been an ongoing conversation about what most American workplaces are like. The summary is that they are highly disrespectful, that harassment, bullying, and those types of tensions in the workplace are quite common. This conclusion is taken from an article in the Harvard Business Review focused on the question: do employees feel respected at work? The vast majority do not feel respected and the vast majority are disengaged at work as a result.

One of the things that the authors of the article addressed is that there are two primary kinds of respect, one that is owed and one that is earned. When you think about owed respect, the argument there is that everyone is inherently valuable and should be treated as such. Earned respect is about what someone did that is special, that you want to recognize, and that you want to acknowledge. When we were doing outreach around the campaign, this is one of the questions that we got. Why respect? What do we mean by it? So, this is one of those bigger points for us to raise and discuss: what do we mean by respect and how do we ensure that everyone gets that minimum? That’s the “good morning.” That is the “hello.” Again, “good morning” will not solve the world’s problems, but basic recognition, treating others with dignity, is where we have to start.

I am going to skip through a couple of slides, but the full slide deck will be available, so if there is something that I went through too quickly, you will have an opportunity to see it at your own pace.

The work on campus climate has evolved greatly on campuses. It started with a primary focus on students and it started with the focus on racial climate, but it has been shifting in recent decades to understand that it’s not just about race, it’s not just about gender, and it’s not just about students. So, in our campus climate study, we focused on the environment in a multidimensional way, looking at faculty, students, and staff, so we looked at everyone, and it’s looking at not just race and gender but religion, sexuality, and class. There were issues of rank that came up as a major part of the study.

As we were talking about campus climate, lots of questions came up about the environment and people wanted to know if we were talking about such things as the temperature in the room – and we were not. But, because the climate and the climate change ideas have come up so much, we have a graphic that helps us think about campus climate because the same kinds of questions that come up in discussions of physical climate change are also relevant in social climate change in academic spaces. And, so, the questions on the exterior of the graph point you in those directions. Who finds the environment chilly or warm? Who feels included or excluded? Who is present and who is absent? Who is thriving and who is not? What are the norms in your environment? How do people treat each other? What is acceptable? These kinds of questions get at campus climate more broadly and so the work as we map climate and assess what is working and what’s not, they are the same emphasis. And, as we think about behavior, one of the questions has been: why focus on behavior and not just what people think. People don’t leave departments because someone thought something poorly about them; people leave departments because of something someone did, how someone treated them. So, behavior matters and behavior can be shifted; behavioral norms can be shifted.

So, the campaign is starting out with that power of suggestion. What does it mean to say who we want to be with an open acknowledgment that we’re not there? The campaign is building, understanding that that work is ongoing. So, how faculty interact with one another influences how we feel at work; it’s about that psychological dimension. Do we want to be there? It also shapes the composition. Who wants to join us? Those are two elements that we’re focused on.

What does respect have to do with campus climate at all? In the data, behavioral climate, and respect in particular, was a major theme. So, what signals respect? If you look at the campus climate survey results – and we’ve released them in waves; if you haven’t looked at it, I really encourage you to – we’ve released qualitative reports. There were a thousand pages of open-ended comments and we have summarized them for you, so it won’t be a thousand pages of reading, but in the deeper-dive section, there are separate reports that allow you to see student, faculty, and staff experiences. For every group, disrespect was a cross-cutting theme and disrespect took a lot of forms. So, for some, respect was signaled in airtime: voice in decision-making, being listened to, being appreciated, and having expertise acknowledged and regarded. Disrespect took a lot of different forms from being cut off when talking, having ideas ignored, someone else restating ideas and taking credit, and lack of resources and recognition.
If we look a bit more closely at our data, faculty most often experience disrespect from other faculty and that experience of disrespect was particularly pointed for certain members of the faculty. Particularly, multiracial faculty and black and Latina faculty reported experiencing really high rates of disrespect. I am going to show you a graph that highlights what some of that looked like and, as a refresher, 61% of the faculty completed the survey, so it is not just a few people that were reporting in. A quick summary is that a fifth of assistant and associate professors felt that they were disrespected by their peers and that women faculty and faculty of another gender were twice as likely to have that experience. Similar patterns were true for staff-based disrespect, so this broader pattern was not just happening for some of the people, and that disrespect happened from peers but also happened in the classroom. Disrespect from undergraduates was one dimension of this. But, that experience of disrespect, particularly in the classroom, was not equal and it was much more likely to happen for black faculty as an example. So, the reported disrespect in the undergraduate category was much more pronounced for black faculty with a quarter of them saying that they are being treated disrespectfully by undergraduates.

So, what does that disrespect look like in a qualitative sense beyond the numbers? I want to take you through a few quick slides to show you an example so I’m going to jump to this one about not being treated with dignity and respect. “I have had a senior faculty member in a meeting mimic my accent in front of others and make me repeat myself,” is an example in some instances. When needs are overlooked and being invisible: “There is a general lack of knowledge regarding holidays – Rosh Hashanah and Yom Kippur,” and there are many more examples that I could point to here; the full reports will be circulated and are available online for you to take a look at. “As an African American, I have felt often that my opinion is discarded in conversations,” so this is about faculty colleagues in particular. So, this thread and the last one which is about students gets at two things that are at the core of what we work on as it pertains to building a community of dignity and respect. What does it mean for this experience to not feel so unique? In the data, if you look at the perspectives of white faculty and white staff, it’s very different than the experience of marginalized groups. Whether they are women, whether they are gay, whether they are from a religious minority, it really changes; who you are impacts how you experience our community. We do not want that to be the driving fact; that’s what we are working toward.

A broader acknowledgment of the student challenges is one of the things that we want to be an outgrowth of this as well, awareness that we’re not all having the same experience in the classroom. Challenges are facing department chairs, for mentors, as we’re supporting people across difference as they are having challenges in the classroom. Greater sensitivity means being aware of what those challenges look like. One of the resources that we created to support that is “Promoting Respect in the Classroom.” This is a four-page short resource with quick tips and tools on how to navigate the classroom and one of the last pages in particular points to interactional dynamics that we want people to be aware of. There are three things happening in every classroom: what is happening between each student and each other, and what is happening between those students and the faculty member, and it is not just about what we’re saying to them, so those are just things to be aware of. If there are any questions, I would be happy to take a few.

**Senator Gonen Dori-Hacohen:** Thank you, Professor Branch. I have a sad story to share. Two years ago, I went to the faculty and staff appreciation game at the football stadium. It was a great experience. The Chancellor was meeting the faculty and staff over lunch, there were games for the children to play, and the team actually won at the end, which was amazing. I was not here last year so I marked the date on the calendar this year to come to the faculty and staff appreciation week. I got to the stadium. No one knew what I was talking about basically. From here to there, I was told, “You will get something sometime.” I saw the Chancellor leaving the stadium and was thinking that I would follow him to the free food that I had two years ago, but I’m not good at following leaders, so I did not do that. And, then, we got to the stadium and I received my appreciation token, lo and behold, a black folder with the name “UMass Athletics” on it. That was the appreciation token for the faculty and staff who came to the game. This did not seem like appreciation to me. Now, I know that the Athletics Department probably appreciates faculty as much as faculty appreciate the football team, but staff are not part of that. The problem here is that this black folder that I got is not appreciation of faculty and staff. To some degree, I felt disrespected by this folder; somebody probably cleaned out their cabinet and had to get rid of it. My bigger problem is that we usually think of dignity and respect in responding to some affront. We do not consider what is a bigger goal, that we need to treat each other as humans, first and foremost, whether it is faculty who need to be appreciated or not or if we are of different identities, we need to stress the humanity before that and we forgot that, I think. I love the
slogan of “Building a Community of Dignity and Respect for Everyone.” I just want to point out that sometimes it is the simple things that do the exact opposite. Thank you.

**Associate Chancellor Branch:** Thank you for sharing that experience.

**Chancellor Subbaswamy:** I too want to thank you for bringing this up. I want to apologize. I have no idea why we changed the whole system with the tent. To be honest, I looked for a tent. I didn’t find the tent, so I thought that I had it wrong on my calendar. Unfortunately, the Athletic Director isn’t here, so I’ll find out more. I want to correct one thing that you said though. This Athletic Director really does care deeply about the academic side of the house and I know that to be true from intense interactions. So, on his behalf, as well, I want to apologize. Clearly, we missed something very fundamental here in terms of what that gathering means. I apologize and we will fix it. Thank you.

**Senator Marta Calás:** When the University did the climate survey last year, I made a comment in the Senate that, when I did the survey, I was trying to make sure that I understood what it was that it was after. I also looked at it as a research instrument and one of the things that I complained about was that it was very identitarian oriented. It was about identity and not about structures. There were not sufficient questions – and I don’t even remember having seen a question – about how the kinds of structural frameworks we use to organize the University and what we do and many of the things that come to be behavioral outcomes are, in fact, reflecting structures that create and reproduce the behavioral problems that you observe. Since there was so much emphasis on the micro level of analysis in this type of survey, there was no space to really address how we got those problems, which oftentimes are produced or reproduced precisely by the structures that we create: who gets tenure and who doesn’t, who is managing the place, what does it look like, who gets the named professorship and who doesn’t? All of those little things are, in fact, things that could provoke many of the other things that you are talking about. So, one of the things that I noticed in your presentation is that it seems that it is oriented toward solving behavioral problems rather than to ask the question: why do these behaviors continue to reproduce themselves and what kind of university do we create here as a social structure that contribute to these behaviors even though we do not want them? Technically, there are going to reproduce themselves because it is a relational pattern. Talking about sex or gender is not talking about gender relations; that would be a very different thing structurally. I wonder, when will it be the moment when we will be able to talk in this way which is, in fact, more political and addresses more the power relations that exist in the system? This is a general question and it was not your fault, but that is what I read and what I am seeing is not being addressed. Thank you.

**Associate Chancellor Branch:** Thank you for the question. This presentation and this discussion serve one purpose in a broad kind of campus community conversation about what the challenges are and what the goals are and how we go forward. However, there are other conversations – with the Deans, the Provost, the Chancellor, and me – that are happening in which we are having more structural discussions about how we deal with the structural dimensions of this to get the behavior to change and to understand where it is coming from. That conversation is happening and we can share more about that at a later date.

C. **ANNOUNCEMENTS**

1. **Principal Administrative Officers**

**Kumble Subbaswamy, Chancellor:** Depending on how well we have done our communications, I hope everyone knows that accreditation exercises will take place next week. NECHE is the new name for NEASC, our regional accreditor. We’re in our ten-year reaccreditation cycle. All the necessary materials, self-study and so forth, have been posted. The site visit team will be here Sunday through Wednesday. There are some open meetings and other structured meetings. I invite all of you to participate as appropriate and familiarize yourself with what we have gone through over the last ten years.

**John McCarthy, Provost and Senior Vice Chancellor for Academic Affairs:** Deputy Chancellor Goodwin has provided me with the information on the open meetings, which will be taking place from 4:15 to 5:15 on Monday afternoon. The open meeting for faculty will be in Campus Center 162-75, for students in Campus Center 168C,
and for staff in Campus Center 174-76. That is possible because the NEASC team divides up to take different meetings simultaneously; it’s not that they will be running from meeting to meeting and I wanted to assure you of that.

I also want to briefly update you on the leadership searches that are going on. We have had airport interviews for candidates for the Dean of the Isenberg School of Management. We are still engaged in developing candidates and presentations of candidates to the search committee for the Dean of the Engineering School and also for the Director of the Fine Arts Center. And, following the consultation process in Senate Document 90-029, I have gotten some suggestions on the composition of the search committee for the Dean of the School of Public Health and Health Sciences and we will be announcing that shortly. Thank you.

**Andrew Mangels, Vice Chancellor for Administration and Finance:** At the last meeting, I announced that we were in the process of implementing our new textbook adoption service; it’s called eCampus and I’m happy to announce that, as of yesterday, the system has gone live. You all would have received an email from Claire Hamilton, who is here. Ruth Yanka and Erin Zuzula have worked tirelessly to ensure that the data from Amazon got moved over into the eCampus system and that it went up and went live, so all of the winter term adoptions are in the system now and everybody is encouraged to begin their adoptions for the spring semester. You know, just to touch on a point that the Chancellor made in his address about student costs and doing everything that we can to try to keep student costs down, it is absolutely imperative that we all try to get our textbook information in. Nowadays, whether students actually buy the books through eCampus or they get them through Amazon or another website on their own, the faster that they get that information, the easier it is for them to obtain used books and it also allows eCampus the ability to source used books and other ways to provide lower cost textbooks to the students. Not only is it a federal regulation, but it is also something that can really benefit the students. I know that that does not always work in all situations, that there will always be some exceptions, but I really ask that you all do your best to try to get your adoption information in as soon as you can. If you have any questions, Claire Hamilton sent out an email a couple of days ago I believe that gives a nice tutorial and a diagram. I think it’s fairly intuitive to use although I have to confess that I do not have to use it. There will be some information sessions on November 1st and 2nd. Everybody is encouraged to come and meet eCampus and if you have any questions, they will be here to help facilitate the new adoption tool. We look forward to a good partnership with them. They specialize in textbooks; this is their bread and butter, so they are very happy to have our account and they are going to do everything they can to ensure that it is a successful partnership going forward. Thank you.

**Martina Nieswandt, Associate Vice Chancellor for Research and Engagement:** I want to give you a quick update on cannabis and hemp activities on campus. As you know, we receive federal funding and, based on this, we have to comply with the relevant federal laws, the Drug-Free Workplace Act and the Safe and Drug-Free Schools and Communities Act, and we do comply with these laws. Under federal law, cannabis is still illegal, although in Massachusetts we do have a different law. Our General Counsel is currently working on guidance on usage of these substances, so as soon as we have these guidelines, we will release them to the community. In the meantime, if anyone plans to use cannabis or hemp for educational or research purposes, please contact Research Compliances; you can contact Jen Donais, Assistant Vice Chancellor for Research and Engagement for Research Compliance, and she will help you with any questions you may have.

**Anna Branch, Associate Chancellor for Equity and Inclusion:** I have a quick announcement about the upcoming Stand United, Fight Hate Lecture. Ibram X. Kendi, the author of *Stamped from the Beginning: The Definitive History of Racist Ideas in America*, will be on campus November 7th. Just as a reminder, mark your calendars; it should be a great event.

### 2. The Secretary of the Faculty Senate

**MJ Peterson, Secretary of the Faculty Senate:** As you can see from the agenda today, we are going into the season in which the various councils and committees report to the Senate. We have four reports today rather than five because of a timing issue; we will have additional reports at the next meeting. My efforts to encourage underrepresented districts to elect closer to their quota of senators have had a little more success. I want to welcome two newly elected senators both coming out of special elections. The first is Brenda Bushouse from...
Political Science and Public Policy, but she could not be here today because she had to go to a conference scheduled six months ago, so, we are marking her as having a conflict today. Our other newly elected senator is actually very familiar to everybody here; she is Jennifer Normanly from the Department of Biochemistry and Molecular Biology. Those are all of the announcements that I have today. Thank you.

3. The Chair of the Rules Committee

**Senator Bruce Baird, Chair of the Rules Committee:** This will be a very quick report today. We met on September 14th and had an extensive presentation from Provost McCarthy and Vice Provost Tilman Wolf about the Shorelight Program and expansions of that program. Then, we had a Rules/Administration meeting at which Chancellor Subbaswamy gave a longer and more detailed version of the presentation that he just gave to you. We also had a presentation from Vice Chancellor Mangels about the relocation of student activities offices and the upcoming renovation of the Student Union Building. Thank you.

4. The Faculty Delegates to the Board of Trustees

**Senator David Hoagland, Delegate to the Board of Trustees:** I do not think that Associate Delegate Black is here. There are two of us. There have been a lot of meetings of the Board of Trustees and its committees since I last reported in May, so I am just going to offer three or four impressions from that period about what concerns the Board has in what it has discussed.

I will start with the problems last year at UMass Boston; I think that most of us have heard about them. It seems as though that has simmered and I think that maybe there’s light at the end of the tunnel in terms of their concerns about their budget and their infrastructure. Our former Provost Katherine Newman is now the Interim Chancellor there and, hopefully, she can make progress.

The Chancellor mentioned the demographic issue and I cannot overemphasize the degree to which the Board feels that this demographic decline in college-age population will impact us. In virtually every discussion, Trustees bring up demographics and ask whether we should make this investment or create that program when the population is shrinking. Our Chancellor addresses those concerns, but I think that on campus the faculty seemingly are unaware of this. I have had no discussion with other faculty about demographics and I think that it is time that everybody gets onboard because this is a problem that we are all going to confront together.

Probably of immediate interest to most faculty, every member of the Board basically summarizes that there is no indication of significant increase in state funding for the system or this campus – it would be nice to think that that is on the horizon, but it does not seem to be – so we are going to have to find ways to raise revenues if we are going to grow. We have had presentations particularly about recruitment of out-of-state students and international students, so there are changes there.

The last topic was also mentioned by our Chancellor and that has to do with online initiatives. At the last Board meeting, there was an extensive discussion of doing something as a system. What the Chancellor has mostly described today is a campus-based online initiative and the idea of a system-level online initiative for UMass is something that seemed to be moving. It appeared that the President’s Office was getting ready to do something significant. After that meeting, the Intercampus Faculty Council (IFC), which is composed of faculty representatives from the different campuses, met and discussed this idea of a system-wide online institute. There were a lot of concerns about quality and oversight. Unlike campus-based programs, there is no system-level body of faculty to vet various courses and programs and that concern did not seem to be on the horizon for the discussions at the Board meeting. So, those have been communicated by the IFC to the President’s Office and we have an indication that UMass President Martin Meehan wants to meet with the IFC to talk about this wide initiative. The Chancellor did not mention this very much today and did not say much at the Board meeting either. But, the idea that there would be two tiers of online education, one that would be specific to each of the UMass campuses and one that is a collective UMass online, is very different from the model that we are currently pursuing that, I think, goes back in history to an older model. I do not know how many of you watch television, but the Southern New Hampshire University advertisements for adult education have clearly caused members of
the Board to believe that they are coming to our state to poach our students. They are motivated to do something and I think there will be announcements of some system-wide initiative soon although I do not know what it will be. Thank you.

D. QUESTION PERIOD

*Senator Steven Brewer:* You might not have noticed it in the news, but the Roosevelt Institute released a study this week that was titled “The Student Debt Crisis, Labor Market Credentialization, and Racial Inequality: How the Current Student Debt Debate Gets the Economics Wrong.” This was picked up in the media and the headline is “Here’s fresh evidence that student loans are a massive generational scam.” The article discusses whether or not having students go into debt is a good deal for a college education. I think that it is an interesting question and it is obviously a complex challenge that we face in our time. But it seems like our University might want to develop the statistics and be able to make a public case that shows that our graduates are making good on the debt that they have and that they are able to get out of debt and to understand what effects it is having on our graduates.

*Provost McCarthy:* Roughly two thirds of our students graduate with debt. The average debt is roughly $30,000. Our default rate is extremely low. I do not remember what it is exactly, but it is just a few percent, so they are able to pay back the debt. What I am pleased to see is that the debt has basically flattened out in unadjusted dollars and, if we adjust the dollars for the rise in the consumer price index, the debt has actually fallen slightly. I think that this is largely a result of the fact that we are graduating students much faster. The Chancellor alluded to that earlier. The improvement in the four-year graduation rate makes a real difference. Remember, the worst student debt is for the college education that you do not finish.

*Senator Curt Conner:* I have two data points and then a concern and I do not know who in the administration covers this. There was a reception about ten days ago for a faculty doing artwork and almost nobody showed up for the reception although there was a lot of food there. Back in May, UMass qualified for the playoffs in Lacrosse and nobody showed up for that. The point is that we are not communicating very well anymore. See if you can find a *Daily Collegian* somewhere; they are impossible to find on either end of campus. Have they stopped producing them? They are online if you want to go online, but I could not find one to pick up to read. If we are not printing the information, there is a worry about communication. Is there a person from the Collegian here? They are not reporting on this meeting, they are not reporting on the wonderful talk that the Chancellor gave earlier about new things that we are trying to do. We are not communicating with each other. The newspapers are either not being printed or not being distributed and, if they are not being distributed, then we are not going to be able to communicate. So, many people will not know about a lot the things that are brought up today. I would like to see that change. I would like for us to go back to a position where we have a form of communication that is easily available and promoted more than it is. That is my concern.

*Chancellor Subbaswamy:* A clarification on the *Collegian:* it is a completely independent newspaper run and funded by the students. The University has nothing to do with it. We do not subsidize it and the students do not want a subsidy. So, they are going through exactly what all print media newspapers are going through. It is only a matter of time before the Boston Globe probably stops printing, as well. So, this is really the way of the future and I do not see that changing, in fact. But, in terms of the general issue of communication, I certainly agree with Senator Conner that it is really a challenge. You are absolutely correct. We have an issue as a community, in general, particularly supporting areas that we are not directly involved with but enrich all of us.

*Senator David Gross:* I noticed in the brilliant presentation of the Rules Committee Chair that there is an expansion of the Shorelight Program and I think that it would be nice if the full Senate might find out what that expansion is at some future meeting. Is that possible? Thanks.
Tobias Baskin, Chair of the Health Council: Tobias Baskin, chair of the Health Council: We had a busy year last year dealing with matters related to campus climate in the largest sense of that phrase. We solved some issues related to snow removal on campus. We had productive discussions about sexual harassment. We also helped oversee the Tobacco-Free Campus policy. As you may know, last year marked the fifth year of UMass Amherst being tobacco-free and the implementation of this policy needs to move from the rolling-it-out stage to the actually-keeping-it-going stage. So, there have been changes made in how that is being run and Heath Council helped oversee those. In the coming year, the largest thing on our agenda, is to deal with what are, I would say, the grossly inadequate infrastructure for health care, both University Health Services (UHS) and the Center for Counseling and Psychological Health (CCPH), and we hope to get some movement on that. Finally, I would like to add that the mission of Health Council is to review policy matters relating to health and safety in the largest on campus. We welcome input from any unit on campus, so if you have something that relates to health and safety please send it to us. Thank you very much.

Senator Gonen Dori-Hacohen: Thank you. I wonder if you cooperate with the Athletic Council in any way regarding the health of our athletes, our football players in particular, considering the history of health concerns for football players.

Chair Baskin: Thank you. Not in a formal sense. We have a member of the Athletic Council on Health Council and I think that is something to consider. We have certainly discussed that issue from time to time and many of the medical practitioners on Health Council are aware of this, so this is something that we have discussed.

Secretary Peterson: We got one hint of this, but there is a wider question. We are moving into a significant policy mismatch between the federal government, which regards marijuana as a controlled substance and the state of Massachusetts which is going to say that it is legal to use not only medicinally but also for recreational purposes. That is going to put the campus right in the middle of some interesting tensions. You noted in the report that you had begun discussing this in Health Council and I wonder if you could say a little more about the council’s thinking about what is going to happen going forward?

Chair Baskin: That is a great question. Typically, the attitude that most people have is that the policy of the campus does not need to be the same as what is legal; that is, it is perfectly reasonable for the campus to decide that there shall be no marijuana use on campus even if it is legal to do so. We are entitled to have whatever policies we want. We also feel that it is much more coherent to have a no smoking policy for whatever it is that you are smoking, whether it is hemp, tobacco, or Hibiscus leaves. On the other hand, of course there are many people who feel that they would like to be able to smoke. So, these discussions are ongoing at many levels of the administration, not just in Health Council. So, this is a work in progress. I personally feel that it is good to have the policy be consistent against all burning products and just not have any of them used.

The report was received.

Senator Anthony Paik, Chair of the Program and Budget Council: The council consists of two subcommittees. Ernest May is the Chair of the Budget Subcommittee and Patricia Galvis y Assmus is the Chair of the Program Subcommittee. Last year, we were primarily focused on a couple of major program and budget issues related to NEASC reaccreditation as well as the strategic planning refresh. Also, we had some discussions about Mount Ida. We had a pretty light year on the program side; we only reviewed eight proposals, which is probably a bit less than we normally get.
**Secretary Peterson:** The Program and Budget Council, like the rest of the councils, spent a lot of time thinking about the strategic plan, getting ready for reaccreditation, and all of that. If you were to look forward to the next three to five years, what does the council think would be the top budget issues that are going to be facing us?

**Senator Paik:** That is a great question and it is on the docket this year. On the Budget Subcommittee, we are taking up that question and are engaging with administrators about the potential costs and needs for meeting the strategic plan, so we will be getting a sense of those pieces. Would you want us to report back?

**Secretary Peterson:** Yes, you could come back and let us know. I am happy to know that you are going to discuss that specifically. Yes, that would be great. Thank you.

The report was received.


The report was postponed to the following meeting.


**Senator Bruce Baird, Chair of the Rules Committee:** We had a productive year. We discussed many, many things. I gave a preview of them. Mainly, I guess, what I want to say is that, if there is something that you want to see on the agenda, bring it to us, as Senator Gross just did, and we will consider it. If you have a problem and cannot figure out where you should go, we actually had a faculty member come to us because they wanted us to reconsider a part of University governance. We listened to what they had to say and then we agreed with them; there was a problem, and so we farmed it out to some committees to gain some traction on the problem. So, we are here for you.

The report was received.


The report was postponed to the following meeting.

F. NEW COURSES
(CONSENT AGENDA)

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>HONORS 222H</td>
<td>American Portraits</td>
<td>4</td>
</tr>
<tr>
<td>HONORS 223H</td>
<td>Metaphor and Creativity</td>
<td>4</td>
</tr>
<tr>
<td>HONORS 224H</td>
<td>America at War</td>
<td>4</td>
</tr>
<tr>
<td>MANAGMNT 379</td>
<td>Behavior in the Global Economy</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 203</td>
<td>Torchbearer: Stress Buster or Strength Builder</td>
<td>1</td>
</tr>
<tr>
<td>NURSING 235</td>
<td>Introduction to Healthcare Informatics</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 398S</td>
<td>Health and Physical Assessment in Nursing: Lab Practicum</td>
<td>1</td>
</tr>
<tr>
<td>COMPSCI 546</td>
<td>Applied Information Retrieval</td>
<td>3</td>
</tr>
<tr>
<td>COMPSCI 574</td>
<td>Intelligent Visual Computing</td>
<td>3</td>
</tr>
<tr>
<td>COMPSCI 661</td>
<td>Secure Distributed Systems</td>
<td>3</td>
</tr>
<tr>
<td>COMPSCI 674</td>
<td>Intelligent Visual Computing</td>
<td>3</td>
</tr>
<tr>
<td>COMPSCI 685</td>
<td>Advanced Natural Language Processing</td>
<td>3</td>
</tr>
<tr>
<td>ENV-HLTH 727</td>
<td>Graduate Seminars in Environmental Health</td>
<td>1</td>
</tr>
<tr>
<td>GEO-SCI 603</td>
<td>Investigating the Ocean</td>
<td>3</td>
</tr>
<tr>
<td>NATSCI 601</td>
<td>Motion, Forces, and Energy</td>
<td>3</td>
</tr>
<tr>
<td>NATSCI 602</td>
<td>Matter in Context</td>
<td>3</td>
</tr>
</tbody>
</table>
NATSCI 603  Chemistry by Example  3
NATSCI 604  Organisms, Diversity & Interactions  3
RES-ECON 740  Experimental Economics I  3
SCH-MGT 604  Financial Accounting and Reporting  6
SCH-MGT 635  White Collar Investigations  3
STOCKSCH 650  Global Challenges in Agriculture and the Environment  3

MOTION: That the Faculty Senate approve the courses HONORS 222H, HONORS 223H, HONORS 224H, MANAGMNT 379, NURSING 203, NURSING 235, NURSING 398S, COMPSCI 546, COMPSCI 574, COMPSCI 661, COMPSCI 674, COMPSCI 685, ENV-HLTH 727, GEO-SCI 603, NATSCI 601, NATSCI 602, NATSCI 603, NATSCI 604, RES-ECON 740, SCH-MGT 604, SCH-MGT 635, and STOCKSCH 650, as recommended by the Academic Matters, Commonwealth Honors College, General Education, and Graduate Councils.

The motion was adopted.

G. NEW BUSINESS
(CONSENT AGENDA)


Senator Gonen Dori-Hacohen: I would like to separate the Special Report on the Revision of the First Seminar program, Item 4.

Frank Hugus, Presiding Officer of the Faculty Senate: You have moved to remove this from consideration at the present time. It can either be taken up later in this meeting or taken up at a later meeting. Do you have a preference, Senator?

Senator Dori-Hacohen: I do not know the time constraints, but I would be happy to discuss it now.

Secretary Peterson: He has a question that he wants to ask before we vote on it. For the moment, we can treat it as to be discussed later at this meeting.
Presiding Officer Hugus: Alright, we will do that. We will now go on to the remaining items.

At the request of Senator Dori-Hacohen, Item 4 was removed from the consent agenda.

MOTION: That the Faculty Senate approve 1) a Revision of the BA in Computer Science, 2) the Creation of a Dual Master’s of Landscape Architecture and Master’s of Design (Historic Preservation), 3) a Revision of the Minor in Modern European Studies, 4) a Revision of the First Year Seminar Policy, 5) a Revision to a Degree Program: Physics (MS), 6) a Revision to a Degree Program: Nutrition (PhD), and 7) the Exchange Agreement between the University of Massachusetts Amherst and the University of Western Australia, as presented in Sen. Doc. Nos. 19-007, 19-008, 19-009, 19-010, 19011, 19-012 and 19-013, respectively.

The motion, excluding Item 4 of the consent agenda, was adopted.


Senator Dori-Hacohen: I have emailed the Secretary with a specific question that I had about this proposal and have asked for this to be confirmed or denied. When the proposal for the First Year Seminar (FYS) was first mandated, I was on the Communication Undergraduate Curriculum Committee and we were told that it was underfunded by the Provost. I have asked the Secretary about that and was told that that was not the case. Is that an accurate representation? Roughly. I do, however, want to discuss the larger issue of the FYS. I want to thank the Academic Matters Council (AMC) for their report. However, I have some questions and concerns about the report. I believe that the topic of the FYS deserves much more attention. I met a student today and he told me that education in high school is about passing the SAT and not about learning and I am afraid that that is what we are doing here, getting higher in the rankings without providing meaningful education. The FYS were mandated by Provost Newman with very little academic explanation. The main reasoning that we received for this mandate was based on rankings of universities. I was on my department undergraduate curriculum committee at the time and we had to struggle to invent a course from scratch with no guidelines and, from what I was told, under budget. The Dean promised us that, if we did the FYS in house, that is, as a department, he would complement the missing part of the budget, so we planned a new course in the undergraduate committee.

Having said that, I do not think that the policy that the AMC proposed solves those problems. To some degree, it would create new problems. Looking at the goals of the FYS, I see few academic goals in them as stated in Section 3, Element A. This element includes “engagement” but does not state what is to be engaged. I think that this is a trend nowadays; we do not have the complement of “engagement,” so, we are engaging, but no one knows what. It is unclear what resources and opportunities are there for which engagement. Are social life resources for engaging spouses? If this is academic engagement, that should be stated and the relevant resources should also be stated. In Element B, again, the vague language leaves room for speculation: “connection” with whom? Do we really need an academic course to explain the transition from high school? Is this an academic goal? Similarly, is explaining core values an academic goal? If so, can we at least include these values, which are not mentioned in the proposal? On Element C, I do not think that instructing students on how to learn should be a central goal of a seminar. This element is actually detailed. Time management, study skills, and planning abilities are all important as an aside in an academic course, not as its core. From Element 4, “identifying and securing information about a substantive topic.” Does this mean that the course will have topics? That is unclear.

But there is an additional major concern. The proposal equates apples and oranges, a cardinal sin in American society for some strange reason; I still do not know why. The FYS is compared to faculty-led FYS and to Honors FYS. Here lies a problem: if a faculty job is equal to a Teaching Associate (TO) job, why do we have both? This is either cheapening the faculty’s job or demanding too much from TOs. Personally, I believe in the second option. I do not think that TOs, as talented as they may be, can be equal to faculty in providing the academic experience that a FYS is supposed to provide. So, we would create a two-tiered FYS: one of them is a real seminar and one of them is an informational course with little academic substance to it, one of them is led by faculty and one of them is led by a TO.
The resources for these courses are not equal, but we did not hear about a budget for this sweeping new mandate. Are the budgets for faculty-led more than those of TO-led seminars? If so, can we talk about equality of experience? Some students will receive an academic experience while others, the majority probably, may end up having fifty minutes a week of some loosely structured advice course led by a TO who may have entered UMass at the same time as the first-year students themselves and is about as knowledgeable about the resources as they are. My point is that, if we are to give an academic seminar for the first-year students, it should include academic goals, which are clearly missing from this report. I understand why critical thinking, informed citizenry, enhanced reading and writing or similar other goals may be hard to achieve in a fifty-minute, loosely structured meeting with a TO, but I believe that they are the goals of the FYS.

So, if we create such a program and it is to be academically rigorous, I believe that we need to rethink this entire project because, as it was created and, to a large degree, as it is right now, the main motivation is not academic but related to rankings and, with all due respect to rankings, they should not replace the academic reasoning of this endeavor. So, for now, I urge us to not adopt this proposed plan and rethink this entire endeavor of a FYS led by a TO. Thank you.

Secretary Peterson: I think there is one minor inaccuracy in here. A graduate student who is a TO is someone who can teach a course on their own, so they are typically not first-year graduate students. But I get the point about the difference between a faculty member and a graduate student. As I look around the room, I see that there is a relatively small group of people here and some key people who could speak to this proposal are not present, so I move that we postpone discussion of this item until the next meeting.

Item 4 of the Consent Agenda was postponed to the following meeting.

The 780th Regular Meeting of the Faculty Senate was adjourned at 5:00 p.m. on October 18, 2018.

Respectfully submitted,

MJ Peterson,
Secretary of the Faculty Senate