Frank Hugus, Presiding Officer of the Faculty Senate, called the 772nd Regular Meeting of the Faculty Senate to order on November 16, 2017 at 3:33 p.m. in Herter Hall, Room 227.

A. ANNOUNCEMENTS

1. Principal Administrative Officers

John McCarthy, Acting Provost and Senior Vice Chancellor for Academic Affairs: I am grateful to the Presiding Officer for recognizing me. I have a few announcements to make; in fact, I was asked by the Rules Committee to make more frequent announcements and I’m glad to comply. On the hurricane page of the UMass website, there is some information about the various things that we’re doing involving students from Puerto Rico as well as faculty members from Puerto Rico. We have some ideas about how we can assist in those situations. After some study and consideration of our budget, we’ve arrived at a way that we can renew the spouse and partner hiring program, not at anything like the levels that we were doing before, which were causing the budget to rise seemingly without limit, but a more modest version of it that will help with recruitment of individuals who need a spouse or partner hire as part of the recruitment. The Deans are aware of this and you would approach your dean, if you were doing a recruitment and you thought that a spouse or partner hire would be helpful. It’s not base budget, but it does help with the early years of the hire. The memo on authorized hiring and strategic investments that I thought had gone out to all of the faculty on September 13th evidently didn’t; it went to a different list of department heads and deans and directors. Unless your department head forwarded it to you or you are a department head, you would not have seen it, so we will be resending that. Don’t be puzzled if you suddenly get a memo dated two months ago; there is a reason for that.

We’re particularly concerned about students who fail to graduate when they are close to graduating: seniors and sometimes juniors who are really pretty close to graduating and then disappear and drop out, often for financial reasons. If you become aware of one of those students in your classes or otherwise, please contact the associate dean in your college, the person in charge of undergraduate education; they may be able to help or contact my office to seek some assistance for the student. It’s very important that we try to hang on to those students who are really within reach of the goal but are often running out of resources. So, we would like to be able to help them and you may become aware of them, when the rest of us are not, through your teaching.

I can tell you that we are coming to the end of the search for the next Executive Director of the Five Colleges; I’ve been on the search committee and we are nearing the end of that search.

I’m pleased to tell you that, at yesterday’s meeting of the Board of Trustees’ Committee on Academic and Student Affairs (CASA), eight of our colleagues were approved for tenure. This is not the final step, which will occur at the Board of Trustees meeting on December 8th, but the CASA step is really the critical step as the last step is the consent agenda at the Board of Trustees. This particular group of eight includes four colleagues who were originally lecturers here, in the Music Department; They were music performance faculty and, under an agreement with the Massachusetts Society of Professors (MSP), they have been converted to the tenure track. Thank you.

Michael Malone, Vice Chancellor for Research and Engagement: Thank you. We have two announcements. One of them, slightly more prosaic than the previous announcement, concerns revisions that the National Institutes of Health have made to their definition of clinical trials. This has come up in the Rules Committee recently and is going to impact people who were not previously
impacted by the rules around studies with human subjects. The announcement is that there is a guidance document we’ve developed, that is now available, which describes the new definition and trainings and things like that. This applies not only to health interventions but also to behavioral interventions so it could be that if you are in areas that were not previously covered by this guidance you’ll now need to be concerned about that. We have help in the Human Subjects Protection Office. Rather than printing on paper, I sent the URL to the Senate address in hopes that it could be distributed with the minutes of this meeting so that people would be able to readily access the document, but if you would like a paper copy, we’d be happy to provide one, as well. The second announcement concerns the strategic plan, specifically the research component of that, and I’ve asked Associate Vice Chancellor Martina Nieswandt to talk about that briefly because she has such a command of the details.

**Martina Nieswandt, Associate Vice Chancellor for Research and Engagement:** We were charged to refresh the research component of the strategic plan, which means that we are reviewing and discussing the executive summary from the 2013 report and then summarizing progress since then, our current status, and our activities in progress. We have divided the process into different phases based on recommendations we’ve received. The first phase includes the Vice Chancellor of Research and Engagement, the colleges, schools, deans, and department chairs. The second phase includes the different Faculty Senate councils such as the Research Council and Graduate Council as well as a broader group of faculty and the Graduate Student Senate. We are finishing the first phase now and the second phase should conclude relatively soon. The third phase will include the broader campus community. At the Research Council meeting tomorrow, I will provide more detailed information about the different phases and also solicit feedback from the Research Council such as suggestions about other groups with whom we should discuss our areas of research. I’d like to stress one important component: in refreshing the plan, we are highlighting important themes or strategies that should be added to address critical goals. After these plans have been refreshed, this would inform the New England Association of Schools and Colleges (NEASC) re-accreditation self-study, which, as you are aware, will happen in Spring 2018. So, that is a quick update from our area of research. Thank you.

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

**MJ Peterson, Secretary of the Faculty Senate:** This is a reminder of what was in the Secretary’s Notes, which you may have read last night, although I realize that they came out a bit late. I anticipate now that we will be returning to both the question of exploring a campus-wide language requirement and the question of the College of Social and Behavioral Sciences (SBS) proposal to change their Global Education requirement at the December meeting. I want to praise University Health Services (UHS) for being very forthcoming about the situation regarding meningitis and I also want to say to the Faculty Senate that there’s a lot of confused information going around campus: students are fairly anxious about this and social media is not helping. A notice indicating that there are two and no more than two identified cases, both of the B serogroup, has been publicized by University Relations today. So, let your students know about it. I think that the notice will help with calming down social media as well as calming down parents who mostly cannot see that things are fairly normal on campus; they are probably imagining that we are all freaked out and in isolation bins. Now, meningitis is very serious but it is not as highly contagious as it is sometimes made out to be. That’s the primary message; you have to have been in very close contact with someone who has it to acquire it yourself. Anyone who has been in such close contact has already been contacted by UHS and given the precautionary antibiotics. If you have not been contacted, you actually don’t need the antibiotics but you should be thinking about whether you want to get the vaccine. I wish everybody a Happy Thanksgiving.
3. The Chair of the Rules Committee

**David Gross, Chair of the Rules Committee:** Your Rules Committee has met twice since the last Senate meeting. At one meeting, we got an early warning of the decision by Amazon to get out of the textbook business that you’ve all heard about now; what you might not know is that there is a request for applications that’s being developed for the next contract, and I’ll tell you more about that shortly. We also got a report about changes that are coming to SPIRE; students will be able to put in their preferences for their pronouns and that will be described in more detail as the planning goes on for that. Another thing that we’ve been working on is trying to fill the empty slot for the Faculty Delegate to the Board of Trustees and we will be having an election for that position today. There’s an open department head slot on the Campus Planning and Resource Committee (CPARC) that we’ve been trying to fill and we’re getting close on that. There is going to be an ad-hoc committee to develop this RFA for the textbook contract and we are proposing two members for that committee. That’s some of the stuff that we’ve been doing. I should say, as a disclaimer, that some of the work we do by email and not in meetings. We also met twice with the administration, once on October 16 and again on November 3rd. At the October meeting, we had some discussion about faculty communications via various electronic formats including student contributions to such kinds of comments and the potential for misinterpretation by the public and outcry that might come from that misinterpretation. We also talked about student retention and reporting rules for grant-funded work. The entirety of our November meeting was devoted to the same topic that is being discussed across the country, that of sexual harassment. Specifically, we talked about the University policies and potential things that could come about in the areas of teaching and research as well as the effects that any potential reports of these sorts of events could have for the University’s reputation.

4. The Faculty Delegates to the Board of Trustees

**Marilyn Billings, Associate Delegate to the Board of Trustees:** As Provost McCarthy alluded to already, two Board of Trustees Committees met yesterday. The Advancement Committee met and Vice Chancellor Leto will be coming to an upcoming Faculty Senate meeting to give an update on some of the excellent advancement work that’s been going on. The second meeting was the CASA meeting and that was the last meeting that Marcellette Williams, the system Vice President for Academic and Student Affairs and International Relations, will be attending. She’s retiring at the end of the year and there were a lot of heartfelt comments about all of the work that she’s done for the University, both at this campus and for the entire system over the course of many years. Katherine Newman will take over that role starting in January. At this particular meeting, Marcy brought forward to the Board all of the information that she wanted to share about the Academic Quality and Development (AQAD) review process and the Periodic Multi-Year Review (PMYR), because the Trustees often ask questions about tenure decisions and the quality of the faculty, so this is a very important conversation that happens every November. The full Board of Trustees meeting will be held December 7th and 8th over at UMass Lowell and all of these items that have come up will be voted on. I’d be happy to answer any questions. Thank you.

6. The President of the Graduate Student Senate

**Canan Çevik, President of the Graduate Student Senate:** Hello, everyone. I would like to make an announcement regarding the tax bill that is being discussed in both the U.S. House of Representatives and in the U.S. Senate. The House version is a little bit more concerning. I will now read the letter from the Graduate Student Senate to legislators:

“The House of Representatives is considering a tax reform proposal (The Tax Cuts and Jobs Act) that would adversely impact the educational advancement and financial well-being of the 4,000+ Ph.D. and Masters students at the University of Massachusetts Amherst as well as at universities throughout our state and country.
We graduate students are both workers and students. We assist professors with research and teach undergraduates while at the same time taking classes and writing dissertations. As such, our tuitions are waived and we take home only modest stipends, ranging from $15,000 to $35,000. The proposed tax bill would repeal the crucial tax-exemption for tuition waivers (Sec. 117(d)), without which graduate students would find themselves paying taxes on gross dollar amounts well in excess of what they actually earn. UMass graduate students may face tax increases of anywhere from $2,000-$12,000.

“Many graduate students at UMass fear that if this bill were to become law, they would need to quit their programs or take out additional loans or part-time jobs. At a time when America needs to invest in education to remain competitive in a changing world, the proposed bill would make it difficult for universities to recruit graduate students to conduct cutting edge research and mentor undergraduate students. The graduate students that remain would be a homogeneous group of the independently wealthy, thus robbing our institutions of the diversity of perspectives and experiences that make our current system thrive. Meanwhile, the proposed elimination of the Student Loan Interest Deduction would further plunge students into debt and delay their ability to contribute to the economy.

“As our representative in Congress, we ask for your support in opposing the provisions that impact members of the higher education community. These provisions are:

- Repealing of provisions from Tax Reform Bill of 2014:
  - Sec. 117(d) and Sec. 127
  - Student Loan Interest Deduction
  - The Hope Scholarship Credit & Lifetime Learning Credit
- Altering the American Opportunity Tax Credit to eliminate tax benefits for part-time students, graduate students and non-traditional students (taking more than five years to graduate)

“Given the already precarious nature of student finances (and especially the finances of international students), the passage of a tax reform bill containing these measures would place an intolerable burden on our graduate community. Ultimately, we ask for your support for the continued improvement of the American higher education system. We ask you to publicly oppose these provisions of the bill that will negatively impact the entire higher education community.”

Thank you.

B. QUESTION PERIOD – no questions or comments were raised

C. PANEL PRESENTATION ON OPEN ACCESS COURSE MATERIALS

Marilyn Billings, Associate Delegate to the Board of Trustees: It’s my privilege to introduce the members of the panel who will be bringing you a presentation about open education here at UMass Amherst. I think the last time we gave a presentation on this topic was three or four years ago and it’s taken on an increasing importance at the national and even international levels. So, please welcome Jeremy Smith, who is the Manager of the Open Educational Program at the UMass Libraries, Brokk Toggerson, a Lecturer in Physics, who will give a faculty perspective, and Lucas Patenaude, who is a Student Government Association representative.

Jeremy Smith: Thanks everyone. We’re going to do a quick presentation as we know you have a lot of business to get to. If you have questions, we’ll have some time for those. I’m assuming many of you, most of you hopefully, know what open educational resources (OER) are. You can see here the William and Flora Hewlett Foundation definition. I think most people, if maybe they have heard about it but don’t know too much about it, think that it is just free textbooks. I really want to highlight the fact that the open nature of these resources is a very important piece of it; so, yes, they’re free and low-cost but the concept of open pedagogy is really something that I think is worth talking about. Just to orient you, these are some of the things besides textbooks that you could possibly make as open education resources. When I say open, I mean that the authors of these materials provide a license for use which allows them to be reused by others.
These licenses cover what are commonly referred to as the 5 R’s: retain, reuse, revise, remix, redistribute; this is what you’re allowed to do with things that are openly licensed. A typical license for an educational resource is something called Creative Commons License and that essentially is illustrating the permissions you are giving on the resources that you create. Now, Lucas will talk about why you should think about using open education resources.

**Lucas Patenaude:** There are a lot of factors that go into why the price of education is rising these days and a lot of those factors are unfortunately out of the hands of faculty, students, and the administration here on campus as a lot of those policies are set at the state level. But one driver, and a big driver, of the cost of education is textbooks and that is something that, especially through the use of open educational resources, students and faculty can have control over on the campus. It should be no surprise that textbook prices have been rising steadily over the years and that has caused some negative impacts for students. A lot of students will not take certain courses because the cost for the books is too great. About 94% of students recognize that not buying a book will negatively impact their grade but they still forgo buying that book because it is too expensive. The reason for books being that expensive is that the textbook market acts differently than a regular open market system. The customers are students who don’t have a huge choice of what they buy as they are assigned textbooks for their courses, eliminating their choice. When faculty are looking at different companies or vendors to get those books from, the faculty’s choices are again limited because only about five publishing companies control a large section of the market for textbooks, so there is not a lot of room for competition within the textbook market. Again, that has such negative impacts on students. 31% of students don’t register for certain classes because of the cost and 25% have dropped a course because of the cost of the textbooks. So, open educational resources are a tangible way for faculty and students to work together to take control of a piece of the cost of education. This University and the faculty have done such a great job of supporting students academically, financially, and personally, and I think that having a greater focus on open educational resources and a greater adoption of programs like this would be a good sign for students and their options and would open up opportunities for students who come to this University.

**Jeremy Smith:** I will show you some of the research we’ve been doing in our program. We’ve done several studies. We have an initiative, which I’ll tell you about in a second, to give grants to faculty to adopt and use open education resources. We usually poll the students in there about their general attitudes and buying habits in regard to textbooks and the results mirror national studies that have been done. This is from a 2016 survey: about 40% of the students hadn’t bought a textbook, had not taken a class, had taken a different class or had made different decisions about their education. So, they look at a class, see how much the textbooks cost, and then decide, “Maybe I don’t want to be a Biology major or Chemistry major.” Here is another chart showing what students do: oftentimes they see how much the book is and then go on the internet and find some illegal PDF version somewhere, or they maybe they share with classmates, use reserves in the library, use an earlier edition even though that edition wasn’t assigned, or use a totally different textbook than the one assigned. The students who use the open education resources usually say that they are just as good if not better than the material they are used to using, and about 10% thought that they were worse. We did something called an open educational initiative; part of what we were competing against was faculty awareness of OER. A study done a few years ago showed that, unfortunately, a majority of faculty was not aware at all of OER. Another study years later showed that the number had slowly grown and I imagine that if they do another study it will have grown even more. So, the Library’s OER Initiative encourages the creation of new teaching materials and the use of existing open or free resources or library subscription materials. So, it’s an affordability concern but it also has to do with open pedagogy and open technologies. So, I’m going to turn it over to Brokk now.

**Brokk Toggeerson:** This is my third year in the Physics Department at UMass and I teach the introductory Physics for Life Sciences course; I’m giving an exam to 500 people in about three hours. This is a really big course; all the Life Science majors pass through my room. In particular for Physics, I like to say to folks that, in principle, I could teach my course out of Isaac Newton’s *Principia* as a lot of the material hasn’t changed that much. There are a lot of really nice resources out on the web that people have been developing, that are open, and we – myself, my colleagues Heath Hatch and Paul Bourgeois, and the students we hired on an OER grant to help us – put some of these resources together into a custom textbook. We went to the Open Stacks Project out of Rice University and took resources from them. We took
resources from other wikibooks on the web, particularly from the University of Maryland’s Physics Education Group, which studies the development of open materials for introductory physics for life sciences. We found a couple of other things on the web that were open and then flushed it out with some stuff that we made. We were actually able to put this book together over one summer because we were mostly stitching various materials together. One nice thing is the book follows exactly the structure of our course: instead of skipping, say, Chapter Six, we took that chapter out or moved it to the end of one of our units as a reference if it is needed. So, the book is very highly tailored to exactly what we want our students to know. In particular, I run a very flipped classroom. One of my goals in the course is actually to help students learn how to read material and learn by reading. Unit One is 113 pages that I asked my students to read in a week and they did it and passed a quiz on it. I don’t do that all the time, but for a flipped class you have to get the students up to speed quick. This may be hard to see but there are actually videos that I create and post on our course YouTube page and link to the pages of the textbook. For the book, we used the Google auto close-captioning, made the necessary edits, and put it in here, so students can use the link, watch the video, which we also set for the open license, or read it, whichever way they prefer to do it. Not all material is like this but some of it is both video and reading, so they can choose. So, that’s that what we’ve been doing on our end. This is only the first semester of the two-semester sequence and I’m currently working on an OER textbook for the second; hopefully, we’ll do a similar project next summer. When I teach it in the Spring, I’ll just have the students read a bunch of different resources all over the web, which the students don’t really like, but I don’t have time to make a book between now and January. Next summer, hopefully, we’ll take those resources, repeat the process, make a second volume of this book, and also make the corrections to this one that people have found. So, that’s what we’ve been up to and I’m happy to answer questions that folks might have.

Jeremy Smith: Yes, so, we have the initiative happening. Besides that, we’re also doing some advocacy on campus with students, so we’ve been working with Lucas and also the folks in MassPIRG, and Julia here wanted to mention some things that MassPIRG has been doing.

Julia Seremba, Chapter Chair of UMass MassPIRG: We’ve been working on our affordable textbooks campaign in partnership with the SGA and the Libraries for quite a few years now, but, this semester, we’re primarily focusing on getting a bunch of faculty endorsements from professors of all different departments across the campus. We think that it would have a big impact, showing professors what kind of impact the textbook and course material cost has on students’ overall college experience and the financial burden that it can create. We’ve had resounding support from faculty in support of the OER program, but the one big piece of feedback that we’ve received is that most faculty just don’t feel that they have much control over their curriculum based on what’s assigned by the departments, so we think that getting support from the administration and the Faculty Senate on campus would encourage departments to look into resources such as OER and incorporate them into their classes. I have a handout that has a statement at the top that the professors have been endorsing, and then about fifty professors on campus who have endorsed the statement so far listed below. Thank you.

MJ Peterson, Secretary of the Faculty Senate: I’m interested in the production side, Brokk. You, two colleagues, and a couple of students were able to do the final compiling over one summer, but that sounded to me a bit like the back end as you already knew where to look for the resources. What would somebody who has not ventured into this at all do to start looking for the resources?

Brokk Toggerson: That’s a good question. Physics has a culture of fairly open resources, both in the research side and the teaching side; we famously have the Archive, where everything gets published. I’m only going to speak for the sciences here because that’s most of what I know, but I know that most of the sciences at least have discipline-based education research (DBER) communities and conferences by these folks; everybody in these communities is creating resources and they want them shared. That’s where we got a lot of ours. I got things from the University of Maryland, the University of North Carolina at Chapel Hill, and a webpage by a guy at California Institute of Technology. A good place for more of the intro sequence is the Open Stacks resources; there’s a bunch of books for that for a bunch of subjects. For the science ones, I’ve looked extensively at the Physics and the Chemistry and they pretty much seem just as good. Is this Physics book the best textbook out there? No. Is the Young and Freedman textbook $200
better? Definitely not. So, there’s a lot of good basic textbooks on the Open Stacks site, so I think that Open Stacks and the DBER communities are good places to get started.

Jeremy Smith: I’ll also say that you can always come to the library and we’ll help you find things. A couple of weeks ago, something called the OER Metafinder was created at George Mason University. This is something that the OER community has been seeking for many years; it is a federated search of all the OER repositories that exist. Prior to this existing, you had to go to maybe three or four sites and sort of figure things out, but the OER Metafinder has actually compiled all of those together in one federated search. So, just getting a snapshot of what’s out there now and openly licensed is a lot easier than it used to be. You can also talk to your library liaisons in your department or come talk to me and we can help you find things to get started. I didn’t get into this, but, through our initiative, the majority of people have been doing hybrid projects, kind of like Brokk’s, where they don’t just take things that are out there, because it’s usually not tailored for their classes, but they do a hybrid where they add their own content, find other content, and mash it together. A handful have actually created something from whole cloth. We have had a few faculty who have written textbooks from scratch; Miliani Kang in Women, Gender, Sexuality Studies wrote a gender and sexuality textbook. So, that’s what I would say on that.

Senator Bruce Baird: This is an observation. I don’t feel like I’m that old but, when I went to college, we all used to show up to class with a book and follow along. Now, I’d be hard pressed to ever find a student who has a book and I’m wondering how we can go back to students having books. But, also, I’m thinking about the announcement from Senator Gross that Amazon has stepped out of the broader textbook business and that we’re going to have to find a new vendor. At the time that we adopted Amazon for books, many people were concerned about what would happen to local bookstores, who have taken a hard hit, and I’m wondering if this isn’t just one more step toward the demise of local bookstores. That’s half a question and half an observation, but do you have any thoughts?

Jeremy Smith: Fortunately or unfortunately, the textbook companies are moving in this direction. We’ve had visits from three textbook companies who are moving into the OER space. Pearson came to us, and I didn’t you think they were concerned about OER, which is a sort of small movement which is not really that bothersome, but they actually call OER a disruptor, and how they’re basically appropriating OER is using openly licensed content and then wrapping it in what they call inclusive access environments. So, we have to sort of be careful about that because, with some of these environments, students lose access to the material after the course and so forth. In terms of the physical books, Open Stacks, for one, still does offer print copies of all their books for between $35 and $60. The book that Brokk adapted could still be bought as a hardcover edition and Amazon did offer that. I think that there are larger trends at work that we don’t have a lot of say in.

Brokk Toggerson: To follow up, actually, we also found a website with a service where they will print a book, and if you really want a dead tree, they will give you a dead tree for about $40. Maybe I’m on the other side of that generational gap wondering, “What is this dead tree of which you speak?” As far as getting students to actually engage with the book, there are a couple of neat tools out there. I’m not giving up on learning. Helping students learn how to learn by reading is a goal of my course and my book is structured with some internal scaffolding to help them learn that skill. We have homework problems to help them learn to master their reading. There are a bunch of tools out there to help facilitate students actually learning by reading and to encourage them to actually read. One that immediately comes to mind is the Perusall system out of Harvard in which you can upload a PDF and the students can comment on the text that you upload. This semester, students, in groups of five, share a PDF and can comment and respond to each other; it’s also really cool for our journal club. So, that’s another way to encourage people to read. This semester was the first time that we’ve used this book; I have not increased the amount of readings, but, by creating the book, I realized exactly how much I was asking my students to read and my jaw kind of hit the floor. But, they’ve been stepping up and getting it done; I had them do 100 pages of Physics reading five times in the semester and they will have read the entire book by the Wednesday after Thanksgiving. So, as far as the format of the thing, don’t give me a dead tree.
Marilyn Billings, Associate Delegate to the Board of Trustees: I just want to thank the panelists for their presentation and also add that we started this program in 2011 and it’s been emulated around the country in places like North Carolina State University, the University of California at Los Angeles, and other high-profile places around the country, so, we as a faculty should be very proud of ourselves for being on the leading edge of this change. Thank you so much.

D. ANNUAL REPORTS


Richard Bogartz, Chair of the Academic Priorities Council: Are there any questions?

MJ Peterson, Secretary of the Faculty Senate: What is likely to be the APC’s primary concern over the next couple of months? I know that you’re working on a number of things, but what do you think is really going to need attention?

Chair Bogartz: It kind of depends on what happens with the set of SBS proposals. I can imagine the issue of how to balance changes in one college with the effects those changes have on another college coming to us, and I could see the APC getting into that. At the APC, we get two kinds of activities. There are proposals of the regular sort that we more or less nit-pick into shape; we’ve adopted a new procedure in which we will consider a proposal only when the proposer or the proposer’s designee comes to the meeting. That was urged upon us over and over again by Katherine Newman, who was a member of the Council, and she persuaded us; it works and it makes a difference. We were also, in part, persuaded by comments by Provost McCarthy, who complained, at a Faculty Senate meeting, about how long things were taking to get done, and we find that things do get done faster when we’ve got someone there who can answer questions immediately, instead of having to send the proposal back with our concerns our worse. That’s part of what we do. The other part is when is something major, some kind of major transformation of an academic sort, is sent our way, such as the termination of a program or the blending of two programs. This SBS/Humanities and Fine Arts (HFA) issue sounds like one of those cases in which we might get into it.

For those, we don’t just sit around and apply our own conceptions to it, but we invite faculty and deans and chairs and others; they come and talk to us and explain things. Aside from those, for a couple of years now, I’ve been trying to get the APC to do something with the AQADs. Our mandate from the Faculty Senate Bylaws indicates that we ought to be doing things with the AQADs, reporting on the AQAD process to the Provost, but we haven’t been doing that because we haven’t grappled with it and we haven’t known what to do with them, so we still need to think about that. One other issue that Provost McCarthy brought up – and we haven’t really done anything more than talk about it yet – has to do with how we can think about the things that are not thought about when visiting teams come in and do the AQADs. What can we do in addition to what’s stated and what’s looked at to help the process of improvement? Thank you.


Kim Tremblay, Chair of the Commonwealth Honors College Council: Our major agenda item in the fall was debating and, ultimately, unanimously approving our ad-hoc curriculum committee’s suggestion that we reinstate requiring an honors thesis. We feel this reinstates the rigor and makes the culminating experience of the thesis an integral component of the Commonwealth Honors College. Additionally, the requirement of the honors thesis puts us back on par with other public university honors colleges. So, in the spring, much of the work that we did involved discussion and approval of additional support that the Honors College could provide to support the additional honors theses, many of which occur at department levels.

**Tobias Baskin, Chair of the Health Council:** I’m pleased to present the Annual Report for the Health Council’s activities last year. As you can read, we did cover various items related to health and safety on campus; I’ll just call your attention to two of them. First, we spearheaded the effort to establish Green Commute Day, which is an attempt to get people to walk or cycle or at least get out of their single-occupancy vehicles on their way to work. This event was part of the campus Earth Day activities, was reasonably successful despite the rain, and will be part of Earth Day every year, so look out for further information about that. The other thing that the Health Council did concerned the Tobacco-Free Campus Policy. A committee had been formed when that policy was instituted and that committee did a great job rolling out the policy, but, in recent years, the committee had slowed down and often had not been meeting and smoking had been creeping up again. So, we led a reinvigoration of that committee. The Chancellor has reconvened it. The Chair of committee is now Ann Becker, the Public Health Nurse, and I look forward to continued progress on that front. Then, finally, I would just like to take a moment to call everyone’s attention to the Health Council; we’re a so-called secondary governance council as we don’t actually run anything, but our purview is to review policy that relates to health and safety on campus, which includes pretty much everyone and everything. So, if you, in your own councils or units, have issues that relate to health or safety, I encourage you to bring them to our attention; we have a very interesting cross-section of people from all over campus and we can generate some interesting ideas and suggestions. Thank you.


**Steven Brewer, Member of the Information and Communication Technology Council:** You may notice that this Report covers that last two years as we did not provide an annual report last year. The ICTC has been very busy; Vice Chancellor Julie Buehler has kept us jumping with all of the things that have been happening and I hope that all of you are aware of how much of a transformation there has been with respect to IT on campus over the last three or four years that she’s been here. The IT Strategic Plan was a hugely important opportunity to bring stakeholders together to talk about where technology is going on campus. There’s been a data center project; we moved the data center from its home in Lederle Graduate Research Tower, where it was literally crumbling into the floor, into a new, beautiful space, and that process is still ongoing, but it has been unbelievably seamless due to the efforts of staff. Then, there’s been a project to replace the big routers on campus and, also, a lot of work on information security, and there are many other pieces that you can see in the Report. We look forward to a more exciting and more standard format for our report next year.

**MJ Peterson, Secretary of the Faculty Senate:** We read and hear about all kinds of really nasty IT things, such as cyber-attacks and phishing and so on. What would the ICTC consider to be the primary challenges to maintaining a good IT system for an educational institution over the next five years or so?

**Senator Brewer:** I think that one of the key pieces is a process that is going on right now, which is to establish policy about the way that information security needs to be managed: who the people are, how the authority flows, and what the different roles in all these policies need to be. The new policy was developed in conjunction with the consultant Tracy Mitrano, who many of you, perhaps, have met. She’s had a couple of public forums where she brought people in, the policy has evolved in response to the concerns that people have brought forward, and, I think, we’ll see this policy acted on pretty soon. Basically, this means that you can add a new role to your curriculum vitae: you’ll be a data custodian, in that everybody who deals with data on campus will be designated as a custodian, and you’ll have certain responsibilities in terms of ensuring that your data is secure, with the assistance of all of the technical support people on campus. But, it’s your responsibility to make sure that the data is secure; it’s all of our responsibility. The way that’s all structured has now been defined in a way that will make it, hopefully, much easier to operationalize, but also to understand the things where we don’t need to be so concerned, to help us identify the things that we really need to focus on and worry about and the things about which we don’t need to be quite so paranoid; this should free up the ability to exchange information more effectively on campus.
Julie Buehler, Vice Chancellor for Information Services and Strategy and Chief Information Officer:
I just want to say that I owe such a huge thank-you to this group. We have done so many amazing things. Steven has been very helpful, and Lisa Chiodo, as well: the whole group. We have regular meetings that are full. I have brought some horrendous things to this group. When I first did the data center assessment, we had a picture of the floor breaking with bricks holding it up, and we were trying to decide how much we share about that. I brought the picture to the group and said, “I just need your help as to what we communicate about this critical need, and we have to be careful because we’re in a bad state right now.” Because of the help and support, we were able to get to our new data center that we have today, which serves every faculty, every staff, and every student, and will likely do so for the next three decades or so. So, again, thank you.


Simon Neame, Dean of Libraries: I’m here on behalf of our Chair, Charles Schweik, who wasn’t able to be here. So, I present the Report of the Research Library Council. As you can see, we covered a lot of ground over the last year; it was my first year here at UMass and it has been an absolute pleasure working with the members of the Research Library Council. I’ll highlight a couple of things quickly. This next year will be the 150th anniversary of the birth of W.E.B. DuBois, the namesake of our Library, and we’re also working with our DuBois Center; you’ll be hearing a lot more about this over the coming year as there will be lots of exciting activities, events, and educational opportunities coming up. I also want to highlight that early in my tenure here I came and spoke to the Faculty Senate about the journal usage study that we were about to launch, looking for support from the faculty and your input. I have to say a huge thank-you to all faculty because we had a great response. We have a great amount of data that we are working our way through at the moment, and this has already given us, in our preliminary discussions with the publisher Elsevier, a much different tone to the conversation on our side; we feel much more confident in being able to talk about what we need both for UMass Amherst and the UMass system. So, I think we’re going to see some very positive results out of this round of negotiation. There’s lots of other items in here. I’ll take questions if there are any. Thank you.


David Gross, Chair of the Rules Committee: I very much hope that all of you found our Report to be quite boring. If you found it boring, then we were successful in trying to keep you updated in real time as to what the Rules Committee was doing. In my view, the most impactful thing in that Report, out of the constellation of things that we were doing, was our participation in the creation of and staffing of the Campus Planning and Resource Committee (CPARC).


Michelle Trim, Chair of the University Writing Committee: The biggest thing we did past year was the completion of our review of the entire Junior Year Writing (JYW) program; the last time this was done was in 2008. The handout that I passed around includes snippets of some of the data and some of the conclusions that we drew based on the Committee’s hard work which took almost a year and a half of data gathering, focus groups, and interviews with departments, faculty, and chairs. We had four primary findings in our review. The first is that we are very lucky to be at a University where we have such fine JYW faculty who are so dedicated to their classes and their students. We have a lot of really wonderful things happening on campus and I think that we should be very proud that we are able to continue this requirement and that our students are able to benefit from it. Additionally, we discovered one overarching problem: class sizes are creeping up. Originally, the program intended for JYW classes to be capped at 20, and, as you’ll see on the chart on the reverse side of the handout, in 2016, based on SPIRE data, only one third of UMass students actually experienced a JYW class that was 20 students or fewer; so, we’re very concerned about this. In almost every case, department representatives, chairs, and faculty mentioned a lack of funding
support as part of the reason for why class sizes are creeping up. Perhaps unsurprisingly, we’ve discovered that a number of faculty are struggling to meet the needs of our increasing number of English language learners here on campus; I believe, over the last ten years, that number has gone up by 1000%, which sounds amazing, but I think that that’s right. In addition, faculty are struggling to meet the needs of our students with disabilities. So, I suppose it’s unsurprising, if class sizes are getting bigger, that meeting the needs of those two different groups might become a challenge. I just wanted to make everyone aware that those were the primary findings of our report and to give you this handout.

**John McCarthy, Acting Provost and Senior Vice Chancellor for Academic Affairs:** The graduate assistant cost in your handout is too high because it includes the tuition waiver charge. Since these are Teaching Assistants or Teaching Associates funded out of the General Operating Fund, rather than grant-funded Residential Assistants, that charge would not be imposed.

**Chair Trim:** Thank you for that correction. What we were trying to demonstrate was what we imagined costs might be for those departments running on soft money. My understanding is, if a department is billing a grant, that they would be assessed that fee.

**Provost McCarthy:** Writing assistantships are not charged to external grants.

**MJ Peterson, Secretary of the Faculty Senate:** I’m sure that, at this point, the University Writing Committee would like to take a bit of a rest after doing that massive review, but it does oversee two distinct programs, the JYW and the First Year Writing (FYW). I was wondering if you had anything to say about how FYW is going or what the Committee is going to be doing regarding First Year Writing after it catches its breath.

**Chair Trim:** Certainly, the next thing on our agenda is to begin the review of the FYW program. I imagine it will go similarly, but since there is only one unit delivering that instruction, I suspect that review will seek feedback on students’ writing preparedness from the larger campus community as well as a look at the current procedures and the curriculum of the FYW program.

**E. ELECTION: DELEGATE TO THE BOARD OF TRUSTEES**

**NOMINEE:** David Hoagland, Polymer Science and Engineering

*Senator Hoagland was elected by acclamation.*

**F. NEW COURSES**

**CONSENT AGENDA**

[A consent agenda may be presented by the Presiding Officer at the beginning of a meeting. Items may be removed from the consent agenda on the request of any one member. Items not removed may be adopted by general consent without debate. Removed items may be taken up either immediately after the consent agenda or placed later on the agenda.]

**COURSE** | **TITLE** | **CREDITS**
--- | --- | ---
ARTHIST 116 | Art and Visual Culture of East Asia | 4
COMM 499E | Honors Thesis: Media Effects (4 credits fall, 4 credits spring) | 8
ECON 394EE | Economics and Ethics | 3
EDUC 225 | Controversial Issues in Education | 4
EDUC 240 | Introduction to Educational Statistics | 3
ENGLISH 258 | Introduction to Performance Studies | 4
ENVIRSCI 364 | Environmental Soil Science | 3
FORLANGC 111P, 112P, 121P, 122P | Persian I-Persian IV (2 credits each) | 8
HPP 410 | Introduction to Health Economics | 3
HIST 345I | Globalization in the Indian Ocean | 3
KIN 252 | Foundations of Personal Training | 3
KIN 345 | Physical Activity and the Built Environment | 4
MOTION: That the Faculty Senate approve the courses ARTHIST 116, COMM 499E, ECON 394EE, EDUC 225, EDUC 240, ENGLISH 258, ENVIRSCI 364, FORLANGC 111P, 112P, 121P, 122P, HPP 410, HIST 345I, KIN 252, KIN 345, NATSCI 489FH, NURSING 333, NURSING 334, NURSING 441, OIM 350, OIM 454, POLISCI 397RP, POLISCI 453, SPANISH 312, STOCKSCH 376, STOCKSCH 476, ECO 636, ENVIRSCI 564, NRC 581, NUTRITION 575, POLISCI 753, SCH-MGMT 518, SCH-MGMT 723, and SUSTCOMM 533, as recommended by the Academic Matters, Academic Priorities and Graduate Councils.

MJ Peterson, Secretary of the Faculty Senate: I have two notes regarding this consent agenda. The first is that ECO 619 is actually not a course; there was a confusion with two proposals and three different course numbers, so I request that we take ECO 619 off of the consent agenda because it doesn’t exist. I also request that we edit the course title of ECO 636; the title “Applied Biostatistics” elicited an objection from the School of Public Health and Health Sciences on what the proposers in Ecology agreed was a reasonable basis. So, I will read you the communication from the School of Public Health and Health Sciences: “This looks to be a wonderfully useful course for your Ecology graduate students. The concern we have is in the title and labeling of this course as ‘Biostatistics.’ We suggest that this is not an appropriate labeling as Biostatistics is specifically the use of statistics to answer questions in medicine and public health. Our understanding is that your course, ECO 636, is something different, namely the use of statistics to answer more basic questions in animal studies and ecology. Thus, we would ask you to change the title so that it is more aligned with your field.” At this point, I want to yield the floor to Professor Todd Fuller from Ecology who will explain what they want to do.

Professor Todd Fuller, Environmental Conservation: This suggestion was well taken. We’re proposing that the name be changed to “Applied Ecological Statistics,” following exactly what our colleagues suggested. It is a more appropriate name and we thank them for that help.

Secretary Peterson: So, to make this formal, I propose that we amend Motion 04-18 as discussed.

The amendment was adopted.

Senator Marta Calás: I noticed certain courses such as ECO 636, ENVIRSCI 564, and SUSTCOMM 533. Where do these courses come from? Are these from the new School of Sustainability or whatever it is called? Where do they live?

Secretary Peterson: I believe that the Sustainable Communities course is from the new School of Earth and Sustainability. The Ecology course is from a program in Environmental Conservation. The Environmental Science course is from a program in the College of Natural Sciences, Environmental Sciences.
Senator Calás: Well, I love that we have so many ecologically oriented courses, but, on the other hand, the designations of the other courses are more transparent in terms of which colleges and departments they correspond to. These ones seemed to be dispersed all over the University, which is a great thing, but I just wanted to make sure that I understood what was happening.

Professor Stephen Schreiber, Architecture: I’m not involved with any of these courses, but Sustainable Communities is part of Landscape Architecture and Regional Planning.

The motion was adopted.

G. NEW BUSINESS

[A consent agenda may be presented by the Presiding Officer at the beginning of a meeting. Items may be removed from the consent agenda on the request of any one member. Items not removed may be adopted by general consent without debate. Removed items may be taken up either immediately after the consent agenda or placed later on the agenda].


MOTION: That the Faculty Senate approve 1) the Revision of the BS Program in Nursing; 2) the Revision of the Minor in Music; 3) the Creation of a Special Education Concentration in the Education Major; and 4) the Creation an Accelerated Master’s Program: Computer Science, as presented in Sen. Doc. Nos. 18-011, 18-012, 18-013 and 18-014, respectively.

The motion was adopted.

H. OLD BUSINESS

1. NEW COURSE TITLE CREDITS

ARCH 230 Design Engagement 4

(Postponed from the 771ST Regular Meeting of the Faculty Senate, October 12, 2017)

MOTION: That the Faculty Senate approve the course ARCH 230, as recommended by the Academic Matters Council.

MJ Peterson, Secretary of the Faculty Senate: Now, this did come up for some discussion last time; I believe that there has been some mutual understanding, and I yield to Senator Vouvakis.

Senator Marinos Vouvakis: In our last meeting, I was wondering why the title was proposed as “Design Engagement” instead of “Architectural Design Engagement.” I had a discussion with the proposer and the Department Head of Architecture. The understanding is that the rubric and course number of ARCH 230 would sort of clarify the context of “Design.” So, I agree with going forward with the current title. However, I do have to make a comment that the particular department has a building called the Design Building and it has a Master’s program called Master’s in Design; I am very surprised that we allow that to happen. Thank you.
Professor Schreiber: Thank you so much. It was interesting to exchange emails. I can say with great confidence that Architecture does not feel that it owns “Design,” but we were previously called the Architecture and Design program within the Department of Art. There are many programs at UMass that offer design courses with the word “design” in their titles, including your own department which has a course called “Design Project.” We are actually excited that so many people are excited about Design. The building is now named the John W. Olver Design Building, so we hope that that alleviates some of the concerns about the name of our building also. Thank you.


(Postponed from the 771st Regular Meeting of the Faculty Senate, October 12, 2017)

MOTION: That the Faculty Senate approve the Special Report of the Academic Matters Council concerning creation of an Undergraduate Certificate in Business Analytics, as presented in Sen. Doc. No. 18-003.

MJ Peterson, Secretary of the Faculty Senate: Senators will recall that this proposal came up for separate discussion at the last meeting and it turns out that the reason for that was that the cover page erroneously suggested that the proposal had been referred to the Program and Budget Council. It had not been. It was felt in the Faculty Senate Office and by the Rules Committee, as we reviewed it, that the budget concerns were minimal as the Isenberg School explained very well that it had the resources to run the program. But, because the cover page suggested that two councils had approved while the record only showed one, the motion was rightly deferred so that we could clear that up. We were able to get that cleared up very quickly, and that is why the motion is back, this time mentioning only the council to which it was referred.

The motion was adopted.

The 772nd Regular Meeting of the Faculty Senate adjourned at 5:00 p.m. on November 16, 2017.