

UNIVERSITY OF MASSACHUSETTS AMHERST  
OFFICE OF THE FACULTY SENATE

Presiding Officer Robert Wilson called the 671<sup>st</sup> Regular Meeting of the Faculty Senate to order on March 13, 2008 at 3:30 p.m. in Herter Hall, Room 227.

- A. PRESENTATION BY CHARLENA SEYMOUR, PROVOST AND SENIOR VICE CHANCELLOR FOR ACADEMIC AFFAIRS AND BRYAN HARVEY, ASSOCIATE PROVOST FOR ACADEMIC PLANNING AND ASSESSMENT  
“PREPARING FOR THE NEASC REACCREDITATION SELF-STUDY”  
(QUESTIONS AND DISCUSSION TO FOLLOW) (See attached)

Maurianne Adams, Chair of Rules Committee, introduced Provost Charlena Seymour and Associate Provost Bryan Harvey. She stated that when Associate Provost Harvey announced that the New England Association of Schools and Colleges would be making a reaccreditation visit in November 2009, the Rules Committee decided it would be a wonderful opportunity for a Faculty Senate presentation. It is a time to discuss some of the lessons learned from previous reaccreditation visits, to coordinate and work together to gather the information needed. It is most important to think about decisions to be made regarding the areas of emphasis for self-study.

Senator W.C. Conner stated that UMass started with a little less than 1,000 faculty at the beginning of the Amherst 250 Plan. Now that the Plan is nearing its end, Senator Conner asked whether the University has passed the 1,100 mark. He also questioned whether the Amherst 250 Plan counts faculty replacements.

Bryan Harvey, Associate Provost for Academic Planning and Assessment, stated his presentation was from the planning perspective. The University has completed three years of the five in the allocation of resources. It is going to take more than five years to see all those new faculty members on campus. According to the Amherst 250 Task Force, there are 105 searches going on. Hopefully, this will be a big hiring year, and the campus will start to see substantial increases in the net size of the faculty. But, this is based on money already allocated. The critical question is what happens this year, next year and post 250.

Senator Mokhtar Atallah questioned how much time there is to write the strategic plan if it is due to the Trustees in July.

Associate Provost Harvey stated the Trustees wanted an outline. The slideshow is a view into the ongoing conversation the Provost's Office has been having with the Rules Committee. But, in the next month or so, all of this has to get tied up and put forward.

Charlena Seymour, Provost and Senior Vice Chancellor for Academic Affairs, stated that the resolution that is before the Trustees spoke to an outline of a strategic plan. There is not an operational definition of an outline, so it will be up to the campus to decide what the outline looks like. We have started a structure. How we are going to flesh it out has not been decided yet, but it is in the works.

Ernest May, Secretary of the Faculty Senate, stated that the resolution has not yet been adopted by the Trustees. It could be amended or defeated.

Secretary May also stated he shares some of the anxiety about creating a so-called outline of a strategic plan that has not been fully vetted by the campus. Associate Provost Harvey is suggesting that the University assess itself against a group of peer flagships, using about 8-10 criteria. Secretary May encouraged faculty to get in touch with the Rules Committee if they had concerns. However, he stated that the only practical step is for the Rules Committee and other councils and committees of the Faculty Senate to help create this outline.

Senator Richard Bogartz wondered if it was strange to create a strategic plan and then hand it to the new Chancellor when he arrives.

Secretary May stated that the strategic plan was a vague idea of how to move the University into the top-tier of public institutions in the country. The new Chancellor will determine how to implement that plan.

Provost Seymour added that any new Chancellor coming to the campus will want to do a strategic plan. It will help him/her know that the campus has at least considered the guiding principles, structure and timelines needed to do a strategic plan. The vision of the plan will be driven by the Chancellor.

Senator Steven Brewer suggested that the Executive Advisory Council also look at the outline before it goes before the Trustees.

Secretary May stated that was a great idea.

**B. PRESENTATION BY SUSAN KRAUSS WHITBOURNE, DIRECTOR OF THE UMASS OFFICE OF NATIONAL SCHOLARSHIP ADVISEMENT, INTRODUCING KATIE HUSTON, RECIPIENT OF A MARSHALL SCHOLARSHIP AND BEN CLEMENZI-ALLEN, RECIPIENT OF THE GATES CAMBRIDGE SCHOLARSHIP**

*Susan Krauss Whitbourne, Director of the UMass Office of National Scholarship Advisement*

We are thrilled to present some outstanding students and talk about the program. Let me just say a little bit about what I do. I am a professor of psychology and the director of the Office of National Scholarship Advisement, which is housed in Commonwealth College. We have been in existence since 1998, and I have been directing the office since 1999. Year after year, we have had a number of winners of a lot of scholarships such as the Fulbright, the Truman and the Goldwater. This last year, we finally cracked the code on two of the ones that have been particularly desirable: the Marshall and the Gates Cambridge.

The Marshall Scholarship is for graduate study at any school in the United Kingdom for a period of 2-3 years, fully funded. The Marshall has been around for a while. The Gates Cambridge was initiated in 2000 by the Gates Foundation to bring scholars to Cambridge. The process is arduous, to say the least. It is just mind-numbingly difficult. Any scholarship or position you have ever applied for, multiply that times a hundred or a thousand, and you can see what it is like to get one of these. There are approximately 900 people who apply for one of 44 Marshalls. There are approximately 600-900 who apply for the Gates Cambridge.

Katie Huston traveled to Chicago where she was interviewed by the Chicago Marshall Commission. She reached the point of becoming one of several dozen finalists, and then was interviewed in an intensive period that lasted for twenty minutes. Ben was brought down to Annapolis earlier this year and exposed to a similarly grueling interview which he also passed with flying colors.

Ernie invited us to come here. He thought it would be great for you to hear about the wonderful students we have who have really achieved this pinnacle of success. It is not the end of a process, of course. It is the beginning of a learning journey for them. Hopefully, you will be inspired to nominate your own students to come and see me.

*Katie Huston, Recipient of a Marshall Scholarship*

I am a senior journalism major with a political science minor and an international relations certificate. I work at the *Daily Collegian* as the managing editor. I started working there my freshman year. I went abroad to South Africa during my junior year. I am in Commonwealth College. I was also in the International Scholars Program which prepares you for going abroad. During your sophomore year, you take classes and discuss global issues with a group of 16 students. Junior year, you go abroad. Senior year, you come back and talk about your experiences and where to go from there.

Maybe you are curious about why I applied for the Scholarship. I had a specific teacher/mentor, Madeleine Blais in the journalism department, who really pushed me and said, "You know, you should do this." I had never thought to do something like this, and she said, "I think you should apply." I was in a lot of small classes because I was in the honor's college. I also sought out smaller classes because I felt like I learned a lot more in them. In the journalism department, we have a lot of small classes anyway. You get to know your professors. When I went to them for recommendations, they apparently wrote me great letters. Just having good relationships with faculty who said, "I believe in you, and I think you should do this," was really what helped me see myself as someone who could do this. People can get lost at UMass, but it is also easy for students who care enough to take the initiative to get to know faculty and get the most out of their courses.

The ONSA department helped a lot. I am not sure I would have known how to go through the application process otherwise. You do not know what they are looking for, and you have to know how to play the game. The Marshall Commission has very specific rules. Some of the essays I wrote were too literary, and Sue Whitbourne had to sit me down and say, "No, it has to be very straightforward." I would not have known that without her help. Also, the mock interviews were incredibly helpful. They set up a committee of

professors who sat down with me, and they videotaped me. It was excruciating to watch the videotapes, but the three mock interviews prepared me to do a lot better on the final one.

I am actually going into something I did not study here. I became really interested in sustainable international development when I went abroad. I was working with a community development program, teaching journalism to kids in the townships in South Africa. I loved it. I decided that I knew the least about the economic side of development, so I am going to study global political economy for a year. I feel I need to understand economics because no matter where you want to effect change, whether it is in education, human rights, or environment, it is also driven by the money. My second year, I applied to study human rights. I will most likely be at the University of Sussex.

*Ben Clemenzi-Allen, Recipient of the Gates Cambridge Scholarship*

I am a senior in the Commonwealth College, and I study English. My navigation to this scholarship began with a different, interdepartmental scholarship. It was for a year-long study abroad at Oxford University. I had been nominated for that and was one of three candidates. I did not get that, thankfully, because I would not have gotten this one if I had gotten the other one. But, the scholarship brought my attention to the British education system. I just became fascinated with it.

Working with Dr. Whitbourne was very helpful in motivating me. I have no idea what it is like to apply for a faculty position, but these are tough scholarships and are pretty rigorous. It took a lot. Really, I think the enthusiasm from faculty members, and their willingness to work with and mentor me through various independent studies that I have done here, has been helpful. It is nice to be noticed, and it is really great to have those relationships with faculty members.

I came from a community college. It was a smaller environment, and they also helped out a lot. I was involved with one particular organization that helps first-generation, low-income and minority students, and I'm first-generation, low-income, so for me, this is a particularly rewarding scholarship. I owe a lot of this to other people and to the assistance from the ONSA office.

I am studying for a master of philosophy in American literature. I am studying American literature in England because the poets I am studying, Gertrude Stein and Ezra Pound, wrote in Europe, one in the U.K. and the other in France. I am going to be looking at their notions of linguistic representation and how that corresponds with cultural experiences Pre- and Post World War I.

*Senator W. Brian O'Connor* congratulated Katie and Ben stating it was certainly an inspiration for faculty to hear their enthusiasm. Senator O'Connor also congratulated Professor Whitbourne for ferreting the students out, encouraging and coaching them through the interviews. It is a tremendous opportunity, and Susan has shown tremendous dedication and commitment for the past ten years.

C. ANNOUNCEMENTS

1. The Secretary of the Faculty Senate

*Secretary May* noted that the Board of Trustees is meeting next Wednesday, during Spring Break. They will be voting on fees. They have also done an extensive report on financial aid. Twenty percent of the fee increases will be pumped back into financial aid. There is a growing concern for how the increasing costs of higher education affect, particularly, middle class students. Financial aid cares for students up to the \$32,000-40,000 bracket, but, after \$40,000, it stops affecting them much. Harvard has recently raised its threshold to \$180,000, which is an interesting discrepancy. There is concern, but there is not much we can do about it if the increase on the academic side is less than the cost of inflation. Housing is going to increase quite a bit, but students have a choice there. It is state mandated that housing meet all of its own costs. There is no way to subsidize that. They had some increased costs which are not changeable.

The budget prospect for next year is quite constrained. The Governor's budget will leave us with about \$2.85 million ahead of this year. That would partly fund UMA 250 next year. We hope that we get a little bit more because it will take more than that to fund UMA 250. The fee increases will cover inflationary increases in other areas of the campus.

The Intercampus Faculty Council will also be meeting after the Board of Trustees meeting. There are some interesting emails flying among our sister campuses. Of the four DNP programs which have been proposed, only two have been approved, at this campus and at the Medical School. Two, one at Boston and one at Lowell, have been deferred pending some mission differentiation talk or study at the Trustee level. At Indiana, mission differentiation identified signature programs to be protected at the smaller campuses. That is the only way that they can actually be protected from incursion by the flagship or one of the other campuses.

2. The Chair of the Rules Committee

*Senator Maurianne Adams* responded to a question from the last meeting about the placement of the question and answer period. The Rules Committee looked back at its practices and noticed that over the last few years, the question and answer period has been placed toward the beginning of the agenda. About two years ago, there were a number of committees of the whole on issues of alcohol, violence and plagiarism. At that point, the question and answer period was placed at the end of the agenda. Chair Adams and the Rules Committee assured its colleagues that they value shared governance and the question the answer period. They also value looking at cross-campus issues, as well as attending to business as usual.

3. The Representative of the Massachusetts Society of Professors

*Steven Brewer, Representative of the Massachusetts Society of Professors*, commented on the email regarding the dispersal of the computer replacement funds. The funds came from .3% of payroll that was negotiated in the last contract. The Union negotiated \$100,000 toward computer replacement, which has been an ongoing issue on the campus. At the time, they tried to push for more money coming from the University to provide the resources. Once the Union received and looked over the applications, it turned out that there were 179 faculty members who had either never received a University computer or whose computer was more than three years old. The University agreed to put in enough resources for the other 79 faculty to get a computer immediately and also provided enough money for software, so that they would also receive at least Microsoft Office.

Representative Brewer recognized the administration for contributing to the computer replacement fund. Also, if colleagues did not get a computer this time around, the money will become available again July 1. It is going to be an ongoing cycle with opportunities for faculty to receive replacements.

D. QUESTION PERIOD (10-Minute Limit)

*Secretary May* stated it has now become likely that the University will be invited to join a couple of other prestigious university systems, Wisconsin, Oregon and California State, in a grant that will emphasis General Education and bring underserved student populations into the limelight of the educational experience. It involves the Carnegie Foundation and the American Association of Colleges and Universities. It certainly would be a good thing to help crystallize and promote the kind of student success and General Education initiatives which have had limited success in the past. There has been a lot of enthusiasm for it on the campus, and this provides an opportunity to catalyze that.

E. NEW COURSES

There are no reports associated with the following motions:

<u>COURSE</u>	<u>TITLE</u>	<u>CREDITS</u>
BIOLOGY 127H	“Introduction to Topics in Neuroscience”	3
JUDAIC 354	“Jewish Theater and Film”	3

MOVED: That the Faculty Senate approve the courses BIOLOGY 127H AND JUDAIC 354,  
21-08 as recommended by the Academic Matters Council.

The motion was seconded and adopted.

<u>COURSE</u>	<u>TITLE</u>	<u>CREDITS</u>
E&C-ENGIN 636	“Reconfigurable Computing”	3
EDUC 652	“Planet Earth”	3
EDUC 658	“Knowledge & Skill Application Lab”	1-2

**MOVED:** That the Faculty Senate approve the courses E&C-ENGIN 636, EDUC 652 and 658,  
**22-08** as recommended by the Graduate Council.

The motion was seconded and adopted.

**F. NEW BUSINESS**

**Special Report of the General Education Council concerning General Education Designations for BIOLOGY 127H and 190A, as presented in Sen. Doc. No. 08-024 with Motion No. 23-08.**

**MOVED:** That the Faculty Senate approve the General Education Designations for BIOLOGY 127H  
**23-08** and 190A, as presented in Sen. Doc. No. 08-024.

The motion was seconded and adopted.

The 671<sup>st</sup> Regular Meeting of the Faculty Senate stood adjourned at 4:42 p.m. on March 13, 2008.

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

Respectfully submitted,

Ernest D. May  
Secretary of the Faculty Senate

UNIVERSITY OF MASSACHUSETTS AMHERST  
OFFICE OF THE FACULTY SENATE

From the 671st Regular Meeting of the Faculty Senate held on March 13, 2008

PRESENTATION BY CHARLENA SEYMOUR, PROVOST AND SENIOR VICE  
CHANCELLOR FOR ACADEMIC AFFAIRS AND BRYAN HARVEY, ASSOCIATE  
PROVOST FOR ACADEMIC PLANNING AND ASSESSMENT  
“PREPARING FOR THE NEASC RE-ACCREDITATION SELF-STUDY”

A PDF version of the PowerPoint presentation is available at:  
[http://www.umass.edu/senate/fs/minutes/2007-2008/seymour\\_harvey\\_powerpoint\\_671\\_3-13-08.pdf](http://www.umass.edu/senate/fs/minutes/2007-2008/seymour_harvey_powerpoint_671_3-13-08.pdf)

*Charlena Seymour, Provost and Senior Vice Chancellor for Academic Affairs*

There are two parts to our presentation today. I am going to provide an overview of these two giant processes that face us. Bryan Harvey will provide a more in-depth description of the activities that are going to be involved in those processes.

It is important to have a dialogue and to set the tone about these two major evaluations that the campus is required to do. One of the projects is going to deal with accreditation which is a national mandate relating to maintaining a set of standards, and it will involve self-study, benchmarking, assessment and outcomes. The other, the strategic plan, is required. Even if it were not a requirement, it is something that we should do to develop and implement a vision for the campus. It gives us an opportunity to think about what we want to accomplish in the next five years. Both of these evaluations are going to deal with faculty, facilities, students, and funds.

How can we put these two processes together to meet one purpose? First, we want to bring attention to the process and think about key issues at the department and campus level. Some deans have already undertaken vision exercises. Some are further ahead than others. But, all of them have been thinking about it.

As we undertake these big initiatives, we want to think about what we have learned from the past. We want to think about how we can work together, minimize the work, and use a lot of the reports, self-studies, reaccreditation activities, hiring plans, capital plans, and former strategic plans. In reality, many of the structures and processes will be the same.

There are other lessons to think about. First, the Provost's Office has volunteered to be the communications central. We will own the website, which will be the key to communicating all aspects of the accreditation and strategic plan to the campus. Secondly, we are trying to include action and follow-up plans. We are asking that there be action items and timelines associated with all of these plans, whether it is an accreditation, campus, department, or a school-college plan.

We want to begin telling the story, sharing a common vocabulary, and focusing our hearts and minds on these issues. You have probably heard some of these mantras before, but they work. For example, we all teased about “blurring the boundaries,” but it had a very good underpinning to it. We should collaborate and work more closely, both within and outside our departments. I am sure we know about: “money matters,” “time is the enemy,” and “performance counts.” These things stick to us; we rally around them. We need to think about how to talk about ourselves to various audiences. We also need to secure endorsements for these projects, both internally and externally. This is a progressive and futuristic activity, particularly with regards to the strategic plan.

Not only do we want the plans to help the new chancellor, but we also want these plans to help the campus in different venues. There are lots of people who understand strategic plans and accreditation. It resonates with them, so when we come forward with a strategic plan and talk about accreditation and standards for quality, people will pay attention. It is also important because, as we

go through these exercises, it gives us a chance to get to know each other better. Those who have wounds and scars from previous ones may be somewhat hesitant to get involved again, but we need your experience. More importantly, we are going to have one voice when we talk to various constituents.

Whenever external reviewers come to the campus, especially for AQADs and accreditations, I speak with the Dean and the Chair of the department. The first question I ask is “has the faculty read this report?” It is going to be extremely important that we can say that the faculty have read and endorsed it. We need to use these plans to address criticisms, whether they be constructive or negative. We need to think about perceptions. These plans will enable us to provide data, stories, and information to offset, and in some instances, increase perceptions that different groups have about our behavior.

The overarching principal of this plan will probably glue it all together. It revolves around our identity as the flagship. We have had a lot of discussions about the flagship challenge. For today’s meeting, I have received feedback from all of the academic deans and other members of the Dean’s Council. I have received feedback from the Research Council. From the information that we have gathered so far, certain themes rise to the top. People are thinking about the historical context. We know that the Morrill Act and other types of legislation have either implicitly or explicitly described us as the flagship in this system. We have demonstrated leadership and excellence in research, teaching, service, outreach, and that is demonstrated through the many awards, grants and other types of external accolades that our campus and faculty have accomplished. We are classified as a Carnegie Research Intensive/Extensive institution, the highest level of productivity with regards to our accomplishments. There is an expectation for our involvement in different activities at the local, national, and international level. People call on us not only because we are the flagship in name, but because we do what a flagship does.

As we pull ourselves together and get down to work, we are going to have many campus conversations, defining and refining the processes. We will be assigning duties. Volunteers are always welcome. There will be a process in terms of how people get involved and how people will be more involved than others. It is going to be extremely important that we manage timelines and expectations for implementations. We cannot stop because of breaks or the summer. We are working on this project as we speak, so we need people who will be willing to at least talk to us over the telephone over these breaks.

We want to build in flexibility. In terms of feedback or assessment, we may find we are taking the wrong direction, and so we will need to turn around and start over. It is probably better to review what we are doing and take a different step as opposed to continuing down the wrong path. Finally, we are moving forward. The train is at the station. It is about to leave, and we would like to have everyone here aboard.

*Bryan Harvey, Associate Provost for Academic Planning and Assessment*

I am just going to walk through how this is going to lay itself out. There is a lot of activity coming together at the same time, but the good news is it builds upon work that has already been done on campus.

Just to review, we had our last reaccreditation visit in the fall of 1998. We were scheduled for a revisit in the fall of 2008. At the time we were planning this, there were a couple of things happening on campus. Chancellor Lombardi was leaving; there were a lot of issues up in the air. A request was made to NEASC to postpone for a year, which they agreed to do. Now we expect the team here in November of 2009, which is not a long way away to get this kind of thing going. The requirements are: first, we have to do an institutional self-study. NEASC is one of the six regional accrediting bodies the Federal Government recognizes. They have eleven standards, 172 topics that we have to address within those. In fact, you can see how they are organized in that long, indecipherable piece of paper that was in the back of the room. If you go to the website, which is listed on the bottom of the

page, you can see what the actual standards are for each of those numbers. It also requires broad engagement in the campus community. It is a very open and transparent process, so this is one of many meetings which will occur, talking about the process and also about the content as we go forward. We are working with OIT to put up an interactive website that can help manage the whole process for the campus, so we will hear a lot more about it as we go forward.

The accreditation process also requires a campus visit from an external team of experts. For an institution like this, they typically try to find people who are of this species. They try to find a president of a flagship, public institution. They try to find vice presidents of administration and finance from this kind of a place to serve on the team. At the end of that process, they issue a comprehensive statement on our situation and prospects.

Here is the frame of reference for all this. The teams start by looking at the previous accreditation process to see what was said and what has happened in the interim. Because this happens once every ten years, frequently there are changes in the standards themselves. Recently, there has been a lot of change not only on the part of our accrediting body, but also on the part of all the regional accrediting bodies. The environment has been changing. That affects what we have to respond to. Of course, we also bring our own issues.

If you look back at the previous accreditation study, there were four issues that the team identified as requiring additional attention by the institution. We are required to submit a five-year report on those, indicating what we were doing. The topics were: campus/system governance relationships; assessment of student learning outcomes; library collections, staffing and facilities; and deferred maintenance and infrastructure needs. Those seem to still be in play, but things have happened in the intervening years.

In terms of governance, ten years ago the team noted the need to evaluate the effectiveness of governance relationships between the Trustees and the University, particularly as it affects the flagship status. That was a hot topic even then. Five years ago, in our interim report, the campus said: whatever previous concerns may have existed about the status of the campus, these no longer exist, and the campus is fully satisfied with the autonomy and authority that the President and Trustees have provided.

Student outcomes assessment has been a theme for a long time with both this body and the other accrediting agencies. Their concern ten years ago was that we needed to develop direct measures of student learning in both general education and in the major. Importantly, we needed to systematically apply that to decision making planning at the institution. What we said five years ago was that we developed one of the most extensive student assessment programs in the Northeast, which was true. We also said that we continue our efforts to imbed assessment into the institutional culture, which indicated we would try harder to show direct outcomes.

In terms of the library, they observed that we have not been able to keep pace with the demands to meet the challenges required of a research library. Five years ago we agreed, stating: campus plans to increase support for the library were profoundly undercut by the decline and elimination of direct state library support. As a result, neither collection development nor staffing have increased. At that point, we said: the campus in general assumes that the library will have the opportunity to rebuild in coming years. This is obviously a problem that has continued throughout the entire period, which will certainly be a topic of discussion when the team comes again.

Ten years ago, there was serious concern regarding the suitability and adequacy of our facilities. They noted meager state support and also the failure to provide us with the kind of management oversight we need for efficiency and prompt response. Of course, five years ago, we were doing a lot to address this issue. We said: while much remains to be done, the past five years have clearly shown the campus taking major steps. Many of the presentations we have had in this room in previous months indicate that this is a problem that, if anything, will become more important to the future success of the campus.

So, there are no surprises. If you look backwards, we talked about the same things then that we are talking about now.

One thing that was not singled out as a topic ten years ago was the question of faculty. While we had some loss of faculty as a result of early budget cuts, we had not yet reached the depth of loss in more recent years. But, even tens years ago, the team observed that early retirement has transferred significant portions of teaching and service onto the remaining faculty members, and the campus needs to re-equilibrate its faculty resources. Even then, they were seeing the problems that were coming from random attrition. Five years ago, we observed that two additional early retirement programs and limited faculty hiring have had their impact, resulting in a loss of over 100 faculty. Five years ago, the problem was becoming apparent. This time, we are going to have to focus a great deal on what we are doing about it.

There have also been some changing expectations from the accreditors. They revised the accrediting standards of 2006, and new emphases include: a sharper focus on mission and governance. They are not only asking, do you have a clear mission, but do you have your governance relationships clear so that people are able to act in an effective way? They are very much concerned with capacity. This is especially true for institutions that are trying to expand into new markets, going into online and foreign locations. The accrediting bodies are increasingly eager to have you demonstrate that you have the capacity to do that without compromising quality.

There are three pages about increased, more specific expectations. They are continuing to hammer underneath for direct outcomes assessment, talking about a whole culture of evidence that the institution can demonstrate. They ask that the institution take all the information it has and apply it to decision making.

There is lots of stuff about accountability to stakeholders, largely a consequence of external expectations that have been shifting in the world. If you have been following the news regarding the Spellings Report and the showdown between members of Congress and the regional accrediting bodies, there is tremendous pressure to talk about what really happens and what value students get for their money. Then, of course, the institutional issues that we bring to this are faculty renewal and all the work done on Amherst 250 around instructional needs and research opportunities. Facilities improvement is a big topic because of the challenges of our self-funding strategy. Also, now that there appears to be a prospect for substantial new state investment from the Higher Education Capital Bond Bill and the Life Sciences Initiative, how do we deal with that? How do we plan for it?

Then, there is a lot of activity around the first-year student experience, partly driven by concerns over retention and student performance in the first year. We have had a First-Year Experience Task Force, looking at advising and early success. The current General Education Task Force is looking at what happens with the student educational experience in that critical first year. Both of these things increasingly impact our admissions competitiveness. We are about to enter a period of demographic decline in the population of college-going students in our area. Competition among institutions is becoming extremely intense. Our position in the marketplace is softening. It will be very important to talk about what product we are making available to students, hopefully influencing their choices.

We have to make a choice about how we want to approach our self-study. The traditional way is to do a standard-by-standard self-study where you take that list and you just march through it. You get people together and answer questions until you get to the end. Sometimes that is good, but they also offer the opportunity to do a self-study with areas of emphasis. They recommend this approach for institutions that have a set of salient and challenging issues that warrant intensive examination. They also recommend this approach when the timing is right to organize the self-study around a set of issues. It certainly seemed to us that the kinds of issues we have been talking about fit this standard very well. We have been looking at how to put together this self-study process around this areas of emphasis approach. The question is: how do you do that?

There is the answer (referring to slides). It is the F/F<sup>3</sup> formula. As Charlena pointed out, the flagship challenge has to be over everything because it defines our purposes, shows the way we relate to the rest of the world, and describes our relationship with the Trustees. We felt it was very important to make sure that no matter what happens in that self-study, the flagship challenge is what orients and organizes everything. Understanding that has to mean something. What does that flagship status imply? Where do we stand in terms of meeting those expectations? What does it take for us to fulfill that role? Then, looking at F1, F2 and 3, these are the kinds of things that really express our flagship status. If you do not have the faculty in number, orientation, and organization, how are you going to have the ability to meet those expectations?

Each of us has stories about how facilities are interfering with our ability to do what people want us to do. That first-year student experience brings together a lot of issues about how we interact with students, their families, and the expectations of society. While these are not the only topics that are important, the idea is that, to tell the story, we need to know the chapter headings. This is the current state of thinking.

This could have been the end of the presentation up until a few weeks ago. More recently, this flagship question has been engaged by the Trustees and by the Chancellor's Search Committee, and so we are trying to figure out how to respond to that. At the same time, we are organizing the self-study process. It seems like a great opportunity to bring those things together. As Charlena pointed out, the campus needed some clear planning activity in any event. We have the end of Amherst 250 in sight. Pretty soon we have to think about what comes next. Obviously, we need a number of programmatic decisions to drive capital planning, and all these enrollment challenges require very careful thought and coordination.

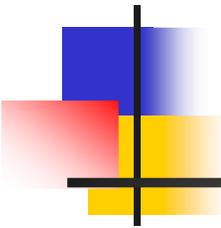
The resolution the Trustees appear ready to adopt on the 19<sup>th</sup> calls for this campus to be a strong and nationally-recognized flagship. The Board is committing itself to moving UMass Amherst into the top tier of public universities and charging the campus to develop the outline of a strategic plan that the new Chancellor will direct. That is a big change in the kind of expectations placed upon us. This is requested in a short order by July of this year. So, how do you make all of this fit together?

If you take these and put them together, it looks something like the following: first to focus on that definition of flagship. We have to add a little definition to what that means. Who are the flagships? What distinguishes them from other institutions? Then, where does UMass Amherst stand when you look at resources, faculty, students, research impact, reputation, and the kinds of things that people have in their heads when they think about institutions in American public higher education. If we are supposed to be a member of this fairly small set of institutions, where are we in that family? We have a lot of information available, collected nationally, for example, by *U.S. News*. They collect a great deal of information about faculty resources and student profile. The Center, John Lombardi's organization, does an excellent job of getting information about 9-10 very important components of research productivity, faculty awards and so forth. The NRC rankings of graduate programs will be available some day and will provide a great deal of insight into where we stand in this specialized group of institutions.

With that as a reality check, what are the strategies that are going to be important to letting us move forward? I think it is understood that we are not going to appear at the top of the list of American flagships. What will it take to move forward? How do we organize at the college and school level to respond to these kinds of larger institutional strategies? In terms of next steps in the reaccreditation side, we need to finalize this plan and consult with NEASC. They have to approve the approach we take. We have to organize the self-study. Part of that involves being clear about the relationship between the standards and these emphasis areas. That large sheet you have is just an illustration of how that works. What we did is go through each of those 172 topics and looked at them in light of faculty renewal, facilities, and the first-year experience. If it has one box, that means there is some overlap. If it has two boxes, that means there is quite a bit of overlap. If it has three boxes, that means it is really a central question. That just gives you a little roadmap as to how these big themes interact with the standards.

**There is the Steering Committee to organize. We have had a working group involving Martha Stassen and myself. Marilyn Blaustein and Jim Leheny, who had been in charge of the accreditation relationship for years, are continuing to participate as a post-retirement activity. We are talking about an external advisory committee. There is a lot of interest on the part of the UMass Amherst Foundation. Some of the school and college advisory groups want to harness that and bring it into the process. Then, there will need to be working groups for each of the emphasis areas and standards. Figuring out how to make all of that work will be very important. We also have to engage the community. As I said, this will be one of many meetings we have, getting the message across as to what we are trying to accomplish. We also want to enlist other people's feedback and contributions. It is easy to pose these questions. It is not easy to figure out what to do. This is going to be a very interactive and participatory process.**

**In terms of the strategic plan, we do not have a lot of time. This is supposed to be able to go through the Trustee Committee process in time for July. So far, we have been working with the Rules Committee to figure out what makes sense in the time we have available. We have been trying to put together an outline that is consistent with the ideas we are lining up for the reaccreditation process but also salient to that expectation on the part of the Trustees.**



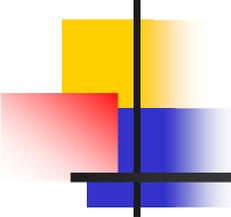
# Accreditation & Planning

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## Context and Process

Presentation to the Faculty Senate

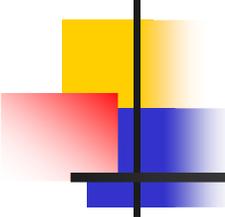
March 13, 2008



# 1 Purpose, 2 Processes

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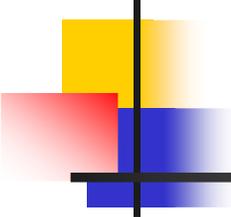
- Overarching purpose: Fulfill our mission as the Commonwealth's flagship public university
  - Reaccreditation
    - New England Association of Schools and Colleges
    - Every ten years
  - Strategic Plan
    - Respond to Trustee mandate
    - Prepare for next step in campus's development



# Past Lessons

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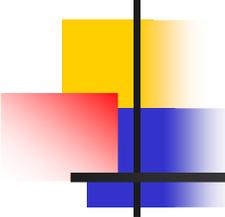
- Reaccreditation is important opportunity for the campus
  - Past reviews have helped frame key questions
  - Broad participation brings community together
- Planning more episodic, impact less clear
  - Approaches sometimes poorly integrated
  - Effort sometimes wasted or duplicated
  - Products sometimes little used
- Convergence of reaccreditation and planning is opportunity to do better



# Focus on “Flagship”

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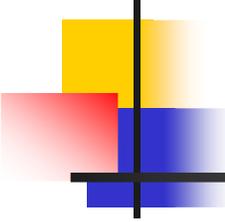
- Historical
  - Innovator and leader
  - Foundation for others
- Leadership and Excellence
  - Expectation of quality
  - National and international context
- Comprehensiveness
  - Full range of academic programs
  - Strong presence in all areas of inquiry
- Stature
  - Standard-bearer for public higher education



# Reaccreditation

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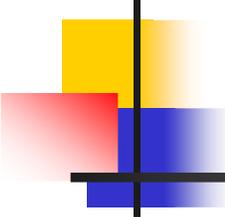
- Last visit: Fall 1998
  - Next visit originally scheduled for Nov. 2008
  - NEASC granted postponement to Nov. 2009
- Requirements
  - Institutional Self-Study
    - Respond to 172 topics within eleven standards
    - Broad engagement of the campus community
  - Campus visit
    - External team of experts



# Reaccreditation

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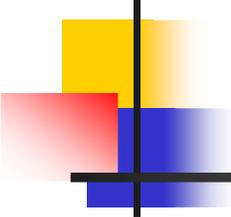
- Frame of reference
  - Previous findings
    - Starting point for team's review
  - Changing standards
    - Shifts in emphasis on part of accreditors
  - Changing environment
    - Societal and other factors affecting how the campus approaches its review
  - Institutional issues
    - Specific challenges facing the institution



# Previous Findings

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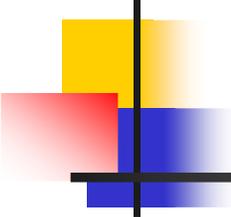
- 1998–99 review identified four issues requiring follow-up:
  - Campus/system governance relationships
  - Assessment of student learning outcomes
  - Library collections, staffing and facilities
  - Deferred maintenance and



# Governance

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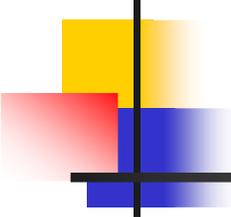
- “Evaluate the effectiveness of ... governance relationships between the system’s trustees and the University, particularly as it affects the ‘flagship’ status.”
  - Assessment in five-year interim report:
    - “Whatever previous concerns may have existed about the status and delegated authority to the Amherst campus..., these no longer exist, and the ... campus is fully satisfied with the autonomy and authority that the President and Trustees have provided to sustain the campus and its flagship status.”



# Outcomes Assessment

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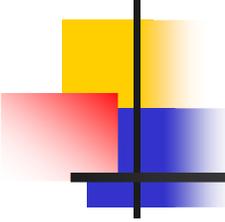
- “Developing direct measures of student learning in both general education and in the major,” and “systematically applying information obtained through its evaluation activities to inform institutional planning.”
  - Assessment in five-year interim report:
    - “The campus has developed one of the most extensive student assessment programs in the Northeast, and it continues its efforts to imbed assessment into the institutional culture.”



# Library

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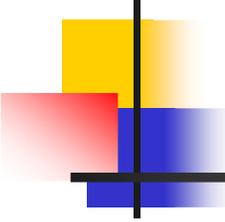
- “The University has not been able to keep pace with the demands to meet the challenges required of a research library.”
  - Assessment in five-year interim report:
    - “Campus plans to increase support for the University Library ... have been profoundly undercut by the decline and then elimination” of direct state library support. “As a result, neither collection development nor staffing have increased. ...The campus in general assumes that the Library will have the opportunity to rebuild in coming years.”



# Facilities

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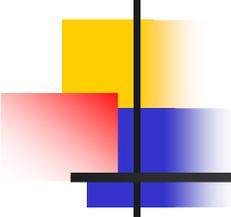
- “...Serious concern regarding the facilities’ suitability and adequacy to support UMass Amherst’s strategic vision and objectives.” State funding “has been relatively meager,” and “the institution lacks the management flexibility to oversee capital projects efficiently and promptly.”
  - Assessment in five-year interim report:
    - “While much remains to be done for its



# Faculty

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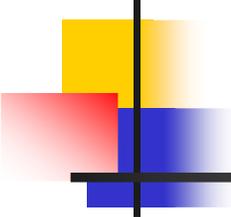
- Early retirement has “transferred significant portions of teaching and service onto remaining faculty members.” The campus “needs to ‘re-equilibrate’ its faculty resources ... in accordance with need and demand.”
- Assessment in five-year interim report:
  - “Two early retirement programs and limited faculty hiring because of budget cuts have had their impact,” resulting in “a loss of over 100 faculty.”



# Changing Expectations

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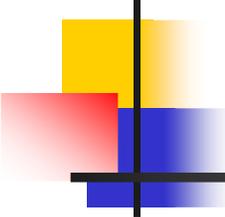
- New emphases in 2006 NEASC standards
  - Mission and governance
  - Capacity
  - Evaluation, evaluation, evaluation
    - Direct outcomes
    - “Culture of evidence”
    - Accountability to stakeholders
- External expectations
  - Accountability
  - Cost



# Institutional Issues

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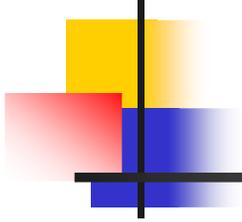
- Faculty Renewal
  - Amherst 250
    - Instructional need
    - Research opportunities
- Facilities Improvement
  - Challenges of “self-funding”
  - Planning for state investment
    - Governor’s higher education capital bond bill
    - Life Sciences initiative
- First-Year Student Experience
  - Advising and early success
  - General Education
  - Impact on admissions competitiveness



# Accreditation Approach

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- Choice of method to structure Self-Study
  - Standard-by-standard
  - “Self-study with areas of emphasis”
    - Focus appraisal and planning on a set of “salient and challenging issues” that warrant “intensive examination” under conditions and circumstances that “make the timing ‘right’ to engage in self-examination with respect to primarily these selected issues.”
  - Circumstances seem right to pursue “areas of emphasis” approach

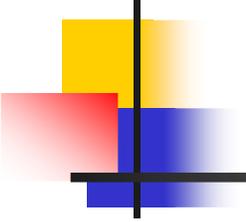


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F

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F<sup>3</sup>


$$\frac{F}{F^3}$$

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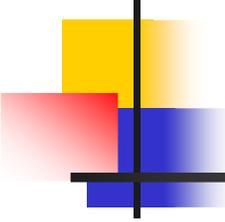
## The Flagship Challenge

- What understandings and expectations does our flagship status imply?
  - Where do we stand in terms of meeting those expectations?
  - What is necessary to secure our role as a nationally recognized flagship in the top tier of public universities in the country?
- 

$F^1$ : Faculty Renewal

$F^2$ : Facilities

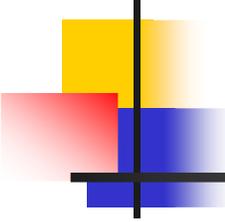
$F^3$ : First-Year Student Experience



# Link to Planning

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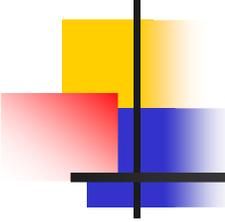
- Campus in need of clear plan
  - End of Amherst 250 in sight
  - Decisions to drive capital planning
  - Enrollment challenges
- Trustee mandate
  - “Strong and nationally-recognized flagship is essential.”
  - Board “commits itself to moving UMass Amherst into the top tier” of public universities
  - Campus charged to develop “outline” of a strategic plan ... “that the new Chancellor will direct.”
    - Requested by July, 2008



# Link to Planning

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- Possible components of strategic plan outline
  - Definition of “flagship”
    - Who are they?
    - What distinguishes them?
  - Where UMass Amherst stands
    - Reputation
    - Resources
    - Students
    - Research impact
  - Key issues defining future success
    - Faculty renewal, facilities, first-year experience
  - Context for planning at school and college level



# Next Steps

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- Reaccreditation
  - Finalize plan, consult with NEASC
  - Organize Self-Study
    - Relationship between standards and emphasis areas
  - Recruit participants
    - Steering Committee
    - External advisory committee
    - Working groups for emphasis areas
    - Working groups for standards
  - Engage community
- Strategic Plan
  - Work with Rules Committee on outline