

UNIVERSITY OF MASSACHUSETTS AMHERST
OFFICE OF THE FACULTY SENATE

Presiding Officer Richard Bogartz called the 742nd Regular Meeting of the Faculty Senate to order on November 13, 2014 at 3:30 p.m. in Herter Hall, Room 227, and began by reading “Nothing Twice” by Wislawa Szymborska.

Nothing can ever happen twice.
In consequence, the sorry fact is
that we arrive here improvised
and leave without the chance to practice.

Even if there is no one dumber,
if you're the planet's biggest dunce,
you can't repeat the class in summer:
this course is only offered once.

No day copies yesterday,
no two nights will teach what bliss is
in precisely the same way,
with precisely the same kisses.

One day, perhaps some idle tongue
mentions your name by accident:
I feel as if a rose were flung
into the room, all hue and scent.

The next day, though you're here with me,
I can't help looking at the clock:
A rose? A rose? What could that be?
Is it a flower or a rock?

Why do we treat the fleeting day
with so much needless fear and sorrow?
It's in its nature not to stay:
Today is always gone tomorrow.

With smiles and kisses, we prefer
to seek accord beneath our star,
although we're different (we concur)
just as two drops of water are.

A. “UPDATE ON THE CAPITAL BUDGET”

JAMES SHEEHAN, VICE CHANCELLOR FOR ADMINISTRATION AND FINANCE, JUANITA HOLLER, ASSOCIATE VICE CHANCELLOR FOR FACILITIES AND CAMPUS SERVICES AND SHANE CONKLIN, DIRECTOR, ADMINISTRATIVE SERVICES DIVISION

James Sheehan, Vice Chancellor for Administration and Finance, presented the following PowerPoint presentation:
<https://www.umass.edu/senate/sites/default/files/Update%20on%20the%20Capital%20Budget-Sheehan%20Faculty%20Senate%20Presentation%2011-13-14.pptx>.

Senator MJ Peterson: (Due to recording equipment issues, Senator Peterson’s questions were not recorded.) Senator Peterson expressed concerns regarding the large debt obligations, and asked about the limit on indebtedness the University of Massachusetts Amherst can incur.

Vice Chancellor Sheehan: First of all, there are limits. It is the University of Massachusetts System that places those limits on us. The limit is 8% of our operating expenses. We cannot exceed 8% of our operating expenses in debt service. At the present time, we are at 6.5% so we still have a ways to go before we bump our heads on outside limit.

Senator Susan Whitbourne: My question is about some of the smaller programs in some of these buildings, such as Bartlett and Hills. Bartlett has some psychology labs in various places. Hills has some other programs that you

haven't really mentioned. I'm sure you have taken those into account. Perhaps you can explain to us where some of these other programs are going to go.

Vice Chancellor Sheehan: I mentioned the major ones. In Hills, there is the School of Education, which will move into the Marks Meadow/Furcolo Complex; Landscape Architecture will move into the Integrative Design Building; Psychological Counseling will move to another space, we are working on that. Most of the programs that are in Bartlett will be moving into the South College Academic Facility. There will be space for everybody, I just don't have it at the top of my head.

Michael Malone, Vice Chancellor for Research and Engagement: (Due to recording equipment issues, Vice Chancellor Malone's questions were not recorded.) Vice Chancellor Malone asked for clarification regarding the debt and debt service at the University of Massachusetts Amherst.

Vice Chancellor Sheehan: As a rule of thumb, debt service is about 5% of what we borrow on an annual basis. We also have some other complications because the System office has imposed other requirements on us. One is that we put aside 3.5% of the cost of a building in an O and M account to provide for additional operations and maintenance of the building. In addition to that we are required to put an additional 1.5% aside in an R and R (an renovation and replacement) reserve. So 3.5% for O and M, 1.5% for R and R, plus 5% debt service, we are looking at a 10% repayment on each dollar that we borrow on an annual basis. So if you have a \$100 million building, you are looking at 10% a year or \$10 million that we are required to come up with.

In cases where the state has given us money, obviously we do not have debt service because it is an appropriation. But we still have to come up with the 5% (3.5% O and M plus 1.5% R and R). There is no funding that comes from the state directly related to the new construction, as there are in other places.

Ernest May, Secretary of the Faculty Senate: (Due to recording equipment issues, Secretary May's questions were not recorded.) Secretary May pointed out that there may be upcoming challenges as a result of the election outcomes. He asked about how UMass Amherst compared with other UMass campuses regarding debt and debt service.

Vice Chancellor Sheehan: As far as the other schools running faster than us – I am not sure that they are running faster than us; they just don't have the resources that this campus has. Again, the amount of debt service is a function of the amount of money we spend. We can spend up to up to 8% of our operating expenses. Their operating expenses are much lower, but their borrowing is on the same par.

It costs just as much money to build a building in Boston as it does here, maybe more. Some of the schools are closer to that 8% than we are. Boston is just about there; Lowell is starting to get near it. We, on the other hand, have some room to move. As we look at the trend going out over the next few years, we get very close to the 8% and then it starts to come down because, as we take on more debt, some will be extinguished. There is that dip, and we do not see ourselves going above that 8%.

One of the benefits we enjoyed in receiving state money was the fact that they had done that \$2 billion bond bill, \$1 billion of which came to the University of Massachusetts. That was a 10-year project and we received a significant amount of money from that, but it is over; that money has all been spent. We are wondering now if there will be another bond bill to support higher education. We will have to wait and see what the political spectrum looks like.

B. ANNOUNCEMENTS

1. Principal Administrative Officers

Katherine Newman, Senior Vice Chancellor and Provost for Academic Affairs: (Due to recording equipment issues, part of Provost Newman's announcements were not recorded.) I began talking with Jay Schafer this morning about the possibility of laying claim to a floor of the Library for an Institute for Advanced Study for the retired faculty. The way this worked in my last job was that we provided a very modest research budget to our retired colleagues; provided them with access with all of the facilities on campus; provided a pretty robust budget for seminars and colloquia that would enable them to remain connected and provide really interesting opportunities for them and their departments of origin to continue connecting through research opportunities. One part of the model that was not executed at the point I left, but I would hope we could do here, was to invite retired faculty from other universities to be visiting academy professors. We developed a title for this, which I would ask our colleagues here to consider, which was called the Academy Professors; that was to signify their continued engagement with the life, mind, and research operations on campus. Academy Professors could teach if they want to, but they weren't

required to. But more than anything, it provided a continuous link between the campus and all of our colleagues who are such repositories of achievement and wisdom. I have in my mind's eye exactly what this would look like, and how beautiful it would be, and what a lovely view people would have from that high tower, and the fact that all of the dining facilities are at the bottom. It has, more or less, all the infrastructure that you would need. More on that when we have more to say. But I am laying claim to the real estate in the hopes that we will be able to make use of it.

Another activity I can tell you about is something that our colleagues in the Sciences know about. We are working on a program called Excel. This is something that Carol Barr has taken real leadership with. Excel is an opportunity to develop peer-learning groups, especially in the STEM fields in the gateway courses where we often lose students, and which are important to their futures. These gateway courses that we are experimenting with, with the engagement of five faculty members, are in chemistry, biology, mathematics, and microeconomics. We pick up students through our Teaching and Learning Center who have done excellent work in those classes the previous year, and they become team leaders (what we call Excel Leaders) for small groups of about 10 students each, who are working through parallel problem banks to what they are doing in the classes. So this is an experiment we are going to run in the spring semester, and we are going to use a random-assignment model for evaluation which will, we hope, enable us to truly lay claim to causal connections between the intervention and the success of these programs. We had a wonderful morning with the Davis Educational Foundation, which, we hope, will support this. But, whether they do or not, we are going to go ahead with this program. There are five faculty members who, this semester, are preparing the problem sets that will sit in that bank and be accessed by the students in the spring semester, as they move week-by-week through very demanding courses that have such an impact on their future. If this is successful, we will go after as much money as we can find to try to expand the Excel program and make it a hallmark, I hope, of education here at UMass—not just in the STEM fields, but the STEM fields are the ones where we probably have the greatest traction with foundations and others who are interested in promoting a STEM labor force. So that is something important that we have been working on.

The deans have been working together with their colleagues in departments in planning for the Freshman Seminar program, which will launch in the fall of 2015, I hope, with courses that are not required, but will be heavily counseled, so to speak. That is where the advising staff will be encouraging students to sign up. These are courses of 19 and under, taught in the fall, for freshmen who are basically brand new arrivals. The idea here is to try to give them a more intimate educational experience, which is difficult to provide on a campus of this scale. It will be an attempt to give them some of the educational benefits that we tend to see in smaller and more affluent universities, because they deserve it just as much, because the retention benefits are extraordinary, because this is an opportunity for graduate students, our most advanced graduate students, and our post-docs in some instances, to get some teaching experience in courses of their own design. These are courses that don't require any prerequisites, they are intended for first-time freshmen, and they are intended to be interesting and stimulating expressions of the interests that our advanced doctoral students and post-docs have. So, for example, there might be a course on the Ebola epidemic: What do we know about this? In history, one course that was taught before that I was familiar with was on the Tudor dynasty. These are courses where it does not require previous experience on the part of the students, but it gives them a substantive sense of what each of the fields offering those courses do, and why they are so exciting and important. It is not a course on how to pick a major; it doesn't have those kind of didactic qualities. It is an attempt to provide them with exposure to all of the variety of fields that we offer. Most of the colleges are involved in this, in planning for it now, and we are very enthusiastic about what this will deliver to our freshmen.

These are all efforts to attack a problem that we all know is important, and which the state system is increasingly monitoring, which is retention, especially retention from the freshman year to the sophomore year. Where we improve on that, we also improve our graduate rate. It is part of our general strategic plan to be concerned about improving our track record along those lines. These are some of the efforts we are making to go there.

Ernest May, Secretary of the Faculty Senate: How are these programs going to be funded?

Provost Newman: It is being centrally funded out of my budget for now. The idea is that, when we get to the point of a new budget system where funding follows enrollment, we will transit those costs to the colleges because they will have the money and I won't. Between now and then, that comes out of my budget. My hope is that, in the new budget model, whatever its contours may be, my budget is used to create robust experiments and support them until they are enterprises that we are all confident about, and to be very transparent and straight forward with the deans about when that transit point would occur. But, for at least the next couple of years, it will be funded entirely out of proceeds from my office, so I am saving my shekels for them.

Dani O'Brien, Vice President of the Graduate Student Senate: Is there a system in place so that a graduate student who is eligible for one is in a better position to get two more so there aren't all of these scattered three-hour assistantships?

John McCarthy, Vice Provost for Graduate Education and Dean of the Graduate School: The colleges will probably handle that differently, but I think SBS is punching them as three into 10 hours.

Presiding Officer, Richard Bogartz: Would you say just a few words about the logic that takes you from Freshman Seminar to increased retention?

Provost Newman: We know that when students participate in smaller groups and more intimate education experiences, they feel more attached. Attachment is a very big predictor of retention. The idea here is to provide a fun, interesting, and engaging opportunity in the very first semester that is smaller than the large classes that our freshmen are typically taking. That is not true of all of them of course, but it is not unusual for freshmen to have mostly classes that are really very large. These are going to be capped at 19, so they are all going to be seminar classes, where we hope that kind of intimacy and engagement and opportunity to get to know one another better will really help them feel more attached and bonded to the university. There is a pretty direct relationship between that sense of bondedness and retention, and that's why we think it will make a difference. It gets people off to a good start; that's the hope.

Secretary May: One wonders, by the same logic, that if they work in a small, engaged situation on the way out, whether they might become better donors.

Provost Newman: To the extent that we are able to afford it, I think we should make these kinds of small class experiences possible all up and down the line. But we all know that is difficult to do at this scale. We are going to start at the beginning and hope that we end up...and I hope in the unit planning process that our colleagues are thinking about capstone courses and other possibilities that will do exactly that: leave them with a very positive feeling at the end. I think beginning at the beginning, we are at the most vulnerable point of losing people on the retention side in the first two years. After that, pretty much, people stay with us. But that freshman-sophomore year is a vulnerable point, and we want to be sure that we do the most we can to keep them close by. But I agree with you that capstone classes are a wonderful opportunity for our students.

Michael Malone, Vice Chancellor for Research and Engagement: The EPA Administrator and Governor Patrick will be here on campus Monday for an announcement of a new award for research and development. It's a national center focused on safe, sustainable drinking water; one of two awarded in the nation. The PI is David Reckhow in Civil and Environmental Engineering. As you know, sustainability and energy and climate are one of our research focus areas. There will be more details released on Monday.

Last year, I announced a service improvement initiative which is centered in our grants and contracts office. We are going to do this for all of the service areas. We have collected a lot of feedback now in a transactional way when people have proposals and awards. We do that on a four-point scale. I love four-point scales because I can turn them into grade point averages; that's my inner faculty coming out. When we started doing this in February 2013, through the last quarter, we raised the GPA on proposals from 3.5 to 3.7; our goal, of course, is 4.0. The award side has been lagging; we started only at 3.3, which was a surprise to me. So we shifted resources to work harder and faster on awards. We are now up to 3.4; we would like to be up to 3.7 or 3.8 by the spring. I will keep you posted.

Carol Barr, Vice Provost for Undergraduate and Continuing Education: I would like to provide the Senate with a quick update on the Peer Mentor program. The Peer Mentor program is in the residential halls; there are upper-class students who live in the residential halls and work with the first-year students. You may recall that, a couple of years ago, there was exploration of potentially doing away with the Peer Mentor program. At the time, we formed a working group on student success to look at academic support programs, services provided in the residential halls for our first-year students. That working group met over the year-and-a-half and assessed various programs, piloted a couple of different programs, etc.

We were astounded by the feedback that we received from the first-year students. One of the assessment measures, a survey that we performed, found that, of first-year students who were mid-way into their first semester, 45% of those students told us that they were experiencing academic difficulty in one course, and an additional 18% said that they were experiencing academic difficulty in more than one course. So the working group really put our thoughts and efforts together in looking at the Peer Mentor program, this live-in program in the residential halls; really focusing on academic support programs and services in the residential halls.

I am happy to say that the recommendations of the working group have been put in place. I formed a task force this semester to look at developing a one-credit course for peer mentors, to learn about the literature about higher education and working with first-year students. The recommendation from the task force was provided to me earlier this week. Vice Chancellor Gelaye and I are reviewing it and working out some of the details. We are looking at putting in place a four-credit course for the peer mentors starting in Fall 2015. There are about 75-80 of them living in the first-year halls. They will be working with graduate students who will have small-group settings with the peer mentors with whom they will be meeting on a weekly basis. My inner faculty is coming out because I have volunteered to be the instructor with these peer mentors, and I am very excited about it.

Presiding Officer, Richard Bogartz: Can you say a word about what skills are going to be communicated to the mentors, and what skills the mentors are going to be communicating to the mentees?

Vice Chancellor Barr: The recommendation from the task force (which is comprised of faculty members, student affairs professionals, and the couple of peer mentors themselves) is, first, looking at the higher education literature about what a first-year, first-semester freshman student is all about: their developmental levels, the transition difficulties they experience. The peer mentors will learn this information and then set up programming to assist the first-year students with those pieces. There is also a recommendation to assist the peer mentors with leadership developmental skills, group work, working with first-year students, handling conflict, handling social issues. So they will learn about these skills and the skill development themselves, which will then transfer to the work that they are doing in the residential halls with the first-year students.

Dick, I know that you are really key in certain pieces with our first-year students, with such things as learning to study. So maybe we will bring you into the mix when we are building the curriculum, or maybe you could be a guest speaker in my class.

2. The Secretary of the Faculty Senate

Ernest May, Secretary of the Faculty Senate: Just a comment on Carol's remarks... We instituted an actual course on pedagogy for our incoming TAs in our department a couple of years ago. That has been very successful from both faculty and TA points of view, and I presume for the students who are in those classes.

Senate councils are a great place to have a conversation among faculty from diverse disciplines, staff, and students about the big-picture issues going on at the University. Certainly in my 15 years as Secretary, I have appreciated that. Sometimes we get so focused in our departments and in small-picture things that it is great to hear about what is going on in other departments because they sometimes have good ideas that other departments may not have. So get inspired and join one of our councils. There is room on some of them; most of them are full. Academic Matters always needs people who are into curricular development and innovation, and who are willing to do that kind of work.

The proposal for the creation of College Budget Councils (CBCs), which was originally proposed as an amendment to the Bylaws, is under discussion with the deans and the Provost. In addition, the Rules Committee has sent this initiative to the Program and Budget Council and the Academic Priorities Council for further deliberation and recommendations. The purpose of this proposal will be to support strategic planning by guaranteeing a venue in each college for advisory conversations about planning and budget issues, especially for increasing faculty buy-in for what is going on. The amendments to the Bylaws that are on the agenda today are technical in nature and do not include the CBC proposal.

The Research Council is about to begin deliberation of an initiative of campus-wide significance: the adoption of the Open Access Policy on the products of scholarly research. This has been described at the Senate before, but I believe that the chair of the Research Council is serious about it this time.

The General Education Council is busy updating the language around the diversity designations for G and U.

The Program and Budget Council is attempting to stay abreast of the latest twists and turns in the state budget conversations, and consideration of RCM as it is evolving.

The Athletic Council has offered its congratulations to Coaches Whipple and Kellogg on their recent successes.

Finally, we should note a positive aspect of the evolution that is taking place in the political structure in Boston. As our state senator assumes the position of President, we can expect that he will champion a much more open and

transparent legislative process than has been the case in Boston politics as usual. So, we need to be supportive of Stan, as he is one of the three most powerful people in the state.

4. The Faculty Delegates to the Board of Trustees

Marilyn Billings, Associate Delegate to the Board of Trustees: Just to say that the Board of Trustees meetings start next week; that is the cycle that it goes through. And then the week after Thanksgiving, and then the full Board meets the following week, which is the day before our next Senate meeting. So we will have lots to report. The meeting will be here. For people who would like to come, I believe it will be in the Mullins Center.

5. The Representative of the Massachusetts Society of Professors

David Gross, Representative of the Massachusetts Society of Professors: Randy Phillis sends his regrets; he is on a conference call and could not get away. I am David Gross, the Treasurer of MSP. I have three items of note to report. First, we completed our contract negotiations; the contract has been ratified by a wide margin, both by the FSU and MSP faculty.

Second, that is not the end of the story because, if we want to get funding for our contract, it has to go to the Governor, then to the legislature, then back to the Governor. That is not going to be a simple process. It has to be done as a supplemental budget; the wheels are in motion to do that, but we are going to need a lot of support from both sides, the administration as well as faculty. So we may be calling on all of you to help us push this through. We might need calls to the Governor's office; we might need calls to the legislature. Stay tuned for that if you want to get your raises.

Finally, we have finished our negotiations, but the other units on campus have not, and many higher education units across the state have not yet finished their negotiations. We intend to do as much as we can to help them get their contracts signed as well, so we might ask faculty to assist us with that. Keep your eyes on your e-mail.

6. The President of the Graduate Student Senate

Dani O'Brien, Vice President of the Graduate Student Senate: At our GSS meeting yesterday, we passed a motion having a formal stance on anti-racism on campus. As we move forward, there are already motions that have come up around specific actionable demands that we would like to make. I know some of those issues impact everyone on campus. In particular, I was thinking of anti-racism as an academic matter. We are meeting with the Status of Diversity Council on Monday to talk these things through. If other Faculty Senate members are interested in sitting with us, having these conversations, and thinking about what anti-racism on campus looks like from an academic standpoint, we encourage you to reach out and be involved.

7. The President of the Student Government Association

Jeremy Tibbitts, Representative of the Student Government Association and Peer Mentor: The UMass Peer Mentors have asked me to read this announcement describing their current situation as it relates to Academic Affairs and faculty members at UMass:

Peer Mentors are live-in student staff members who work alongside Resident Assistants in first-year residence halls providing academic resources and other support to first-year residents. One of their goals is to connect first-year students with faculty members.

In the Spring of 2014, Peer Mentors submitted a petition to the Massachusetts Department of Labor Relations to hold an add-on election to join the RA (Resident Assistants) bargaining unit under UAW Local 2322. The University contested this petition and argued that Peer Mentors are ineligible to unionize. Their key argument was that the Peer Mentor job would be replaced by an internship-style course-based practicum housed under Academic Affairs (as opposed to Residential Life) starting in the Fall semester of 2015. These changes came to light only after the University became aware of the Peer Mentors' efforts to unionize.

Peer Mentors and UAW 2322 are deeply troubled that the University would jeopardize its integrity by manipulating its academic programs in an attempt to evade its legal and moral obligation to allow employees the right to decide for themselves whether to join a union. The Peer Mentors hope that faculty members will support them in objecting to the University's attempts to use Academic Affairs to block unionization. It is important to the Peer Mentors that faculty members are aware of the University's motives in involving faculty members and Academic Affairs in this way. If you have any other questions, please email Jenna Grady at jgrady94@gmail.com.

C. QUESTION PERIOD

Senator Frank Hugus: There has been some coverage in the local press recently about the \$1 million salary of the basketball coach. I can think of a lot of ways to use \$1 million on this campus, and not one of them involves basketball. We have a lot of students, for example, who need a lot of financial aid to attend a very expensive university; this is just one idea that occurred to me.

I am very concerned about this trend. I think it sends the wrong message. I liked it better when the highest paid employee of the State of Massachusetts was the chancellor of the UMass Medical School instead of the basketball coach of UMass Amherst. I would like to know, how is it possible that a University which tries so hard to bargain very closely with faculty and staff has the ability to offer such a large salary to a basketball coach?

Senator Steven D. Brewer: I wanted to ask for an update on the search for an Associate Provost for Instructional Innovation. I know that that began in the summer, but I haven't heard anything for a while, and I am wondering if any information is available.

Vice Provost Barr: I had a phone call about an hour-and-a-half ago with the candidate of choice. We are close, so I cannot make an official announcement. But it will be forthcoming very soon.

Senator W. Curt Conner: Since you signed the union contract, I was wondering if anyone has checked to see whether the contract jeopardizes the Redbook in any way. Do they check that? I see some things that border on things that violate what is in the Redbook. I was wondering if anyone has checked that before they put it forward for us to sign.

David Gross, Representative of the Massachusetts Society of Professors: Yes. We have lawyers who check those things.

D. UPDATE AND PLANS FROM THE JOINT TASK FORCE ON STRATEGIC OVERSIGHT (JTFSO)
NANCY COHEN, BRYAN HARVEY AND AMILCAR SHABAZZ, CO-CHAIRS

Nancy Cohen, Co-Chair of the Joint Task Force on Strategic Oversight: Just a brief update. We met one time since our last Faculty Senate meeting. We had an update on the diversity planning that was going on, and still is going on, at the University. We had an opportunity to talk with the Chancellor, and discuss the status of unit planning in JTFSO, and the status of JTFRAs, which you will hear some more about today. As you know academic units are planning; planning is underway. The plan for the plan is that the undergraduate experience is addressed this fall, and then in the spring it will be a look at the graduate experience and research.

In thinking of the role of JTFSO as this planning is going on this year, we were taking a look at the "O" of JTFSO; the "Oversight" role. Part of the mission of JTFSO is to "Monitor the subsequent development of administrative and academic unit plans, and lead the discussion of and response to them." So we began to discuss what that means for us as JTFSO, and plan to discuss that further as these unit plans are being crafted and coming in. What kind of discussions and oversight do we need? That will be the topic of our next agenda.

Secretary May: I heard a rumor that the deadline for the plans has been extended from the December 1 deadline. Is that December 1 deadline holding or is it being adjusted?

Provost Newman: The units are to report to the deans by December 1. The target for college plans to be submitted is February.

E. UPDATE AND PLANS FROM THE JOINT TASK FORCE ON RESOURCE ALLOCATION (JTFRAs)
ELIZABETH CHILTON AND TIMOTHY ANDERSON, CO-CHAIRS

Elizabeth Chilton, Co-Chair of the Joint Task Force on Resource Allocation: Last May, we recommended to the Faculty Senate that the University continues to evaluate a more decentralized and transparent resource allocation model. One of my personal pet peeves is that we did not use the RCM acronym. In fact, we looked at classical or traditional RCM-like models and we recommended something that was not quite so decentralized; that is something for discussion. But JTFRAs does not use the "capital R," "capital C," "capital M" because that assumes that we know some right answer that we are moving towards when, in fact, this has been a very iterative process. We will end up with something, I hope, that is very specialized to UMass.

As I mentioned at the last Faculty Senate meeting, the Chancellor and the Budget Office worked really hard with the deans over the summer and into the fall in both understanding, translating, and correcting, in some cases, the data that were underpinning the model. We found some things that just didn't work correctly, numbers that didn't match up, and we wanted to make sure that we understood at least the model we were considering last May.

The task force met last week with the Chancellor, and Andy Mangels and Debbie Gould from the Budget Office. We now have a better sense of where we need to pick up the process. Where we left off last May, it was not easy to translate the model we were looking at with the assistance of Huron. It was not easy to translate that model into how we actually finance our University. As you know, we have a very complex process, and translating from a very complex real model into something that was quite idealized took a lot of work. So a lot of translation time was needed, and that process will continue as we continue to develop the model that is currently under examination.

JTFRA has now scheduled several meetings over the rest of the fall semester. As promised, we will make a report to the Faculty Senate at the December 11 meeting. Given the time it is in the semester now, I anticipate that that report will review where we have gotten to that point, and will probably recommend that we continue the process into the spring. I don't anticipate that we will be able to get a formal written report, which would have to go to the Rules Committee by November 21, for consideration for endorsement by December 11. We will certainly make good on making recommendations and taking the temperature with where we have gotten to that point, with the potential of having a formal written report early in 2015.

F. ELECTION

Faculty Delegate to the Board of Trustees (*Spring 2015 semester only*)

Nominees: Susan Krauss Whitbourne, Department of Psychological and Brain Sciences
Max Page, Department of Architecture

(Further nominations will be accepted from the floor.)

Richard Bogartz, Presiding Officer: Jim Kurose, one of our Faculty Delegates to the Board of Trustees, is leaving to straighten out NSF. We need to elect a new delegate. We had two nominees, Susan Krauss Whitbourne and Max Page, but Max Page has asked to have his name withdrawn. So we have one nominee. Are there other nominees?

Susan Krauss Whitbourne was elected by acclamation.

G. BYLAW CHANGES

Special Report of the Rules Committee concerning Bylaw Changes, as presented in Sen. Doc. No. 15-003 with Motion No. 03-15.

MOVED: That the Faculty Senate approve the Bylaw Changes, as presented in Sen. Doc. No. 15-003.
03-15

(Inasmuch as these are changes to the Senate's Bylaws, this is the first of three readings of this motion. It will be read again at the 743rd and 744th regular meetings of the Faculty Senate and voted on at the 744th meeting. The motion may be debated and amended at all three meetings.)

MJ Peterson, Chair of the Rules Committee: As you all know, this is the first of three readings. There is no expectation of a vote today. If you look carefully, you will see also, as announced earlier by Secretary May, that the motion only includes the technical changes to align the memberships of councils with the actual titles of the people engaged in those councils.

H. NEW COURSES

| <u>COURSE</u> | <u>TITLE</u> | <u>CREDITS</u> |
|---------------|--|----------------|
| ANTHRO 380 | “Grassroots Community Organizing” | 4 |
| HONORS 221 | “Springfield Renaissance: Arts and the City” | 4 |
| JUDAIC 364 | “Cinema of the Holocaust” | 4 |
| LEGAL 370 | “Comparative Law and Society” | 4 |
| MANAGMNT 342 | “New Venture Financing” | 3 |
| MANAGMNT 343 | “New Venture Organizing and Growth” | 3 |
| POLISCI 297 | “Introduction to Legal Reasoning” | 4 |
| POLISCI 379 | “Central Asian Politics” | 4 |
| PUBHLTH 307 | “Community Based Inquiry” | 4 |

MOVED: That the Faculty Senate approve the courses ANTHRO 380, HONORS 221, JUDAIC 364, LEGAL 370,
07-15 MANAGMNT 342 and 343, POLISCI 297 and 397 and PUBHLTH 307, as recommended by the Academic
Matters Council.

Senator Frank Hugus: I noticed that, of these nine courses, seven of them have four credits. Is there a reason (or reasons) for four credits?

Senator MJ Peterson: That has to do with the plans of the various departments, and about how they are organizing their programs.

Senator Hugus: In other words, what we have here are either requirements for programs or degree requirement courses; these are not General Education courses are they?

Senator Peterson: I think some of them are General Education courses. They have been going through that process as well.

Senator Hugus: I have expressed this concern in previous meetings, and I will continue to do so because I am concerned about the proliferation of four-credit courses on campus. Again, it presents a worrisome trend and that is why I am asking for more information.

Senator Peterson: This particular cache is a bit four-credit course heavy. There are other clusters of courses in the Academic Matters Council pipeline where the mix between three and four is very different.

Richard Bogartz, Presiding Officer: It seems like this is a little late in the game to be very effective at raising that objection. It would be better, it seems to me, if you could get into the discussion at an earlier stage in the process.

Ernest May, Secretary of the Faculty Senate: There are four open spots on the AMC.

Senator Peterson: I wanted to say, too, since I am a member of the Academic Matters Council, that having this point pointed out in the Senate is late in the game for the individual courses. But it does remind us of the overriding issue. Exactly how we are going to deal with that, we don't know. But it is a reminder of this overriding issue and this wider concern, so thank you Senator Hugus.

The motion was adopted.

| <u>COURSE</u> | <u>TITLE</u> | <u>CREDITS</u> |
|---------------|--|----------------|
| EDUC 625 | “Ethical Practice of Applied Behavior Analysis” | 3 |
| EDUC 692R | “Introduction to College Teaching” | 3 |
| EDUC 714 | “Learning and Thinking in Childhood” | 3 |
| EDUC 745 | “Advanced Aspects of Applied Behavior Analysis” | 3 |
| EDUC 754 | “Adult Learning Theory and Practice” | 3 |
| EDUC 793E | “Project Management and Implementation” | 3 |
| NURSING 616 | “Introduction to Statistics for Health Research: Computer Application and Analysis of Data” | 3 |
| NURSING 705 | “Complex Health Problems in Primary Care for Patients with Multiple Chronic Conditions (Part 1)” | 2 |
| NURSING 706 | “Complex Health Problems in Primary Care for Patients with Multiple Chronic Conditions (Part 2)” | 2 |
| NURSING 716 | “Intermediate Statistics for Health Research: Computer Application and Analysis of Data” | 3 |
| NURSING 798EC | “Practicum: Complex Health Problems in Primary Care for Patients with Multiple Chronic Conditions (Part 1)” | 2 |
| NURSING 798ED | “Practicum: Complex Health Problems in Primary Care for Patients with Multiple Chronic Conditions (Part 2)” | 2 |

MOVED: 08-15 That the Faculty Senate approve the courses EDUC 625, 692R, 714, 745, 754 and 793E and NURSING 616, 705, 706, 716, 798EC and 798ED, as recommended by the Graduate Council.

The motion was adopted.

I. NEW BUSINESS

1. Special Report of the Academic Matters Council concerning Revisions to the Undergraduate Program in Public Health, as presented in Sen. Doc. No. 15-010 with Motion No. 09-15.

MOVED: 09-15 That the Faculty Senate approve the Revisions to the Undergraduate Program in Public Health, as presented in Sen. Doc. No. 15-010.

The motion was adopted.

2. Special Report of the Graduate Council concerning the Name Change of the Doctoral Concentration – Psychometric Methods, Educational Statistics and Research Methods back to Research, Educational Measurement and Psychometrics (REMP), as presented in Sen. Doc. No. 15-011 with Motion No. 10-15.

MOVED: 10-15 That the Faculty Senate approve the Name Change of the Doctoral Concentration – Psychometric Methods, Educational Statistics and Research Methods back to Research, Educational Measurement and Psychometrics (REMP), as presented in Sen. Doc. No. 15-011.

The motion was adopted.

3. Special Report of the Academic Matters, Academic Priorities and Program and Budget Councils concerning a Concentration in Entrepreneurship and Innovation Management, as presented in Sen. Doc. No. 15-012 with Motion No. 11-15.

MOVED: 11-15 That the Faculty Senate approve the Concentration in Entrepreneurship and Innovation Management, as presented in Sen. Doc. No. 15-012.

The motion was adopted.

J. OLD BUSINESS

Special Report of the Rules Committee concerning Procedures to be followed in the Approval of Proposals for Increasing the Number of Credits for a Course, as presented in Sen. Doc. No. 15-001A with Motion No. 01-15.

MOVED: 01-15 That the Faculty Senate approve the Procedures to be followed in the Approval of Proposals for Increasing the Number of Credits for a Course, as presented in Sen. Doc. No. 15-001A.

Senator Frank Hugus: This document, I think, does go part of the way into answering some of the questions that I have been asking. I do wonder about the assumption at the end of the Background (Section I), which states “It is possible that, over time, much of the undergraduate curriculum will migrate to the 4-credit course curricular model that is standard at the other constituent members of the Five Colleges Consortium.”

We had this discussion, maybe 20 years ago; maybe it’s time to have it again. I would like some assurances that, if this is being at all contemplated, that discussion starts onto whether this is a wise idea or not, and whether that discussion should be campus wide.

Ernest May, Secretary of the Faculty Senate: This document is back on the agenda – it has already been approved by the Faculty Senate – simply to clarify some wording about the way this will be handled in the Graduate Council; it was recommended by the Graduate Council.

But I think we have had this discussion before, Frank. That sentence just refers to the fact that this discussion is taking in place in a few departments – I can only think of two right now – where they are thinking about re-engineering their curriculum. One is definitely going forward with that, and creating a major which has a smaller number of four-credit courses, rather than a larger number of three-credit courses. But the discussion is really at the departmental level. Many of our science courses are already three plus one with labs. So in the books, they are three plus one or four, which includes the lab. In CNS, there are a lot of courses that are constructed that way. In HFA, it is different; they are mostly three-credit courses, and they are not going to change. That sentence was not intended to push anybody in any particular direction. I don’t sense that there is any movement among the departments to change anything very radically except those two.

The motion was adopted.

The 742nd Regular Meeting of the Faculty Senate stood adjourned at 4:55 p.m. on November 13, 2014.