

**Faculty Senate Meeting Minutes**  
**10/16/07**

**Call to Order 3:35PM**

Submit minutes and attendance sheets of committees to Cathy at ckelly@umassd.edu

Paige Gibbs-- each committee has place on Faculty Senate website for minutes and other information. Training is available for the committees.

**Discussion of New Hire Information for Mayor Lambert** – There was a job description for the position with the Urban initiative. Was a job ad, was a procedure and the usual hiring procedure was followed.

- Ad posted in Standard Times and Fall River paper.
- Provost Garro -- Committee was comprised of two faculty members and a staff member. There were no waivers. Total 5 candidates, 2 interviewed and one recommended.
- Position related to Gateway Cities initiative from Mass Inc. South Coast Funding Compact. There is an expectation that at least ½ salary and operating budget to come from “soft money” grants, etc.

**Approval of May 9<sup>th</sup> Minutes.** Sonja Peterson name corrected. Nomination of Michael Baum for President. Item 4 line two “vetted” related to the CCB discussion

Dean Peacock Comments re: Discussion of CCB Issue from May Meeting: No change in curriculum, all the way through the year at college meetings it was discussed. All the college knew and were informed that it was in process. All the Curriculum Committees have reps from the departments, it is assumed that they will report back to their departments.

Michael Baum-- Not a forum to reopen issue, just ensuring that the minutes accurately reflect what was communicated at the meeting.

Sue LeClair--- motion to accept minutes with corrections Paige Gibbs – seconded.

All those in favor. **Motion carried.**

Gen Ed Curriculum document by Dick Panofsky with a time line of what has happened with Gen Ed over time. NEACS 2009, assessment plan of gen ed outcomes. Faculty Senate steering committee feels this needs to be on the front burner and at the next Faculty Senate meeting 11/3 Darst and Shaun Van Etten will come and discuss assessment.

**Introduction of Lou Petrovic of ATMC and Sharon Weiner, Dean of Library Sciences.**

Comments by Lou Petrovic--- Been here about a year. Four points for discussion.

1. Research administration office working towards a vision customer friendly, proactive, one stop shopping. Putting in new procedures that reflect the growth of projects on campus. AS we hit 25 million require new policy and procedures. Made some changes in how people can buy things, after discussions one of the biggest challenges that we face in order to help you get the resources is in the area of communication. What was started this month was “field trips” to the researchers on campus to see what their needs and challenges are. We will have people in the college offices to help faculty and admin staff to get on SMARTS which allow you to get on the website and grant opportunities come to you. Find a way to get faculty on campus to come

together to participate in funding opportunities. This is for all colleges. We are going to add people and change some of the things that other people do with the objective of having you do what you do best and we will put all the support behind it.

2. Commercial Ventures and Intel property – tech transfer, licensing and business startup Licenses apply to the scientific operation as well as copyrights. There is a new IT policy that says 30% goes to inventors, (UMass Lowell 30% wound up in an Audi). 15% goes to inventors dept or center, 40% Chancellor will take that money and put it into license income investment fund. Use \$\$ to help faculty get their ideas to the point where they are licensable. Plan to have more the key is if you think you have something call Lou or Bill Lindeman (?). We have identified a number of potential invention or copyrights that might be licenses or start up businesses. MBA marketing class involved in helping launch new ventures.

3. ATMC working to expand its interaction with the faculty. That facility has staff and resources that are not on campus. Some with President S&T fund, activities that lead to someone sponsoring the work. Embedded in all of this are three policies from the BOT: Intl Prop Policy and how the income gets distributed, Conflict of Interest Policy, Consulting Policy. Not many people know about those but serve as a springboard.

4. Conflict of Interest Policy. Have money involving students working on a project of any kind. The faculty become owners in those companies, students are involved. How do you deal with that? Lou and Alex (??) belong to the cmtee that is an extension of the State Ethics Committee. Manage these situations to the best outcome for the faculty, the students and the campus.

Comment -- some of these issues are in the faculty handbook which is part of the faculty senate. These can be updated.

Lou Petrovic-- The Intellectual Property is word for word in the Faculty Federation contract. Can lead to controversy but doesn't have to. Everyone must sign a "participation agreement".

**Comments by Sharon Weiner** – Vanderbilt University director of a social sciences library. Supports all entities on campus. Continually evolving to support students and learning. Everyone should feel comfortable coming to the library. Working on a "state of the library" report. Describing what is happening at the library now, and with the changes to the Univ. what is needed in the library to come. I have heard from all over campus, I have heard about a lack of resources. What is the appropriate amount? Update on building plan. Started on the 3<sup>rd</sup> floor renovation of archives starting next month. Breaking ground on the infill in the Spring (commons area). Putting together learning commons planning committee. A place for any learner to come and have any resources needed to facilitate learning. Librarians, software, computer consultants, etc. all in one place. How that is all going to play out is the charge to the committee. Students, faculty, anyone who is a potential person to be involved in the learning commons. Going back, getting feedback, and informing the committee. Report Feb 1<sup>st</sup>. The construction is going to start so need to have the report completed.

### **Question and Answer Session:**

Comment - When the actual physical plans are underway, we will have a lot of ambient noise.

Sharon Weiner—Anticipate the disruption ahead of time and hopefully make it minimal.

Comment -- future of academic library of digital versus print resources

Sharon Weiner – some disciplines have all resources in digital format but some disciplines use print and will never be in digital format. Try to protect those resources.

Susan LeClair -- One of the issues the library has dealt with space was to throw out older editions to have room for the new.

Sharon Weiner – the librarians try to protect the older editions when they have value to a discipline.

Comments -- Are the older editions thrown out? Perhaps better to contact faculty who may come and take it for storage.

Sharon Weiner – Send books no longer needed to 3<sup>rd</sup> world countries. We are going to be starting a book sale in the library. People will be able to buy any approved books for \$1.

Liz Winiarz -- Journal runs that are covered in JSTOR all the way back. So we don't keep runs of old journals since everyone has access to them digitally. We have been discarding the old journals for space considerations.

Comment – If we are throwing away print holdings in favor of electronic access I hope that for future researchers we are making sure that future access is utterly guaranteed.

Sharon Weiner—this is an issue in the library profession making sure we have perpetual access. Some are designated holders, some are in charge of making sure that perpetual access is maintained.

Liz – Boston Library Consortium, 20 libraries, we have agreement that at least 2 will keep print copies.

Comments – Materials some of which are no longer in print. Any plan to start a shelf search? If we are aware that there are resources that are only paper is there any money to purchase resources for class.

15 years since last inventory of the collection. On the list but building renovation priority. Moving collection to storage area. My job is to figure out how to purchase essential resources. If you know of any let SW know.

#### Drawing of Greek Ballot for Dean's Evaluation Committees

A&S process slightly different than from Nursing. 2 from each Council and 1 from entire faculty at large committee of 7. Nursing Dean Search 2 members for each department and one 1 for entire faculty so the nursing committee is 5. Administration appoints the Chair of each committee, may include someone from outside the chosen lists below.

#### **Dean Hogan – committee**

David Goodson Chemistry  
Saeja Oh Kim Mathematics  
Gary Davis Mathematics (Alternate)

Andrea Klimt Anthropology  
Clyde Barrow Policy Studies  
Jim Riley Psychology (Alternate)

Phil Cox Philosophy  
Jerry Blitefield English  
James Bobrick English (Alternate)

Alan Thompson CVPA

**Dean Fain – committee**

Sonja Peterson  
Janet Kenty  
Gail Russell (Alternate)

Kimberly Christopher  
Kathryn Gramling  
Kristen Sethares (Alternate)

Steve White Marketing

An issue was raised that one member of the committee may not be able to serve. A motion was made that the Faculty Senate Steering Committee would choose a replacement. The motion was, seconded, passed.

Michael Baum -- Steering committee will chose a new alternate and the alternate will assume committee position. That replacement alternate is now on the list above.

**A Discussion of Gen Ed Assessment –**

Doug Roscoe -- Any attempt to assess must be part of revisiting the whole of Gen Ed. Doesn't make sense to develop assessment for something that will change.

JG – I am pretty sure we have made certain statements to our regional accreditor that we are due to provide bits of evidence to them. I am not sure that we can escape doing something. Unless there is some way we can escape what was said in our last accred.

MB -- Might want to know what was said to NEASC

Phyllis Currier--- As a member of Gen Ed and Judy Schaff's committee there is a great deal of confusion as to what we are going to do with the current program. There are hundreds of these courses. There may have been drift and the course might no longer be serving its purpose. What is the over all philosophical orientation for Gen Ed? What is the overall mission for Gen Ed? We were hoping a discussion at faculty senate would begin that discussion? We were hoping that the faculty would rally around that. The assessment need to be tied to the missions and that objectives.

Jim Griffith-- There maybe an essential dichotomy here and we may not have to choose but we made Gen Ed a central part of what we are about versus that which maybe in the best interest of the institution now. Our sort of anecdotal experience with gen ed might be that it is not working now. But there maybe a disconnect between what we said we were going to do but

simultaneously work on a new view or a rethink of the gen ed plan. We may need to do both of those.

Dick Panofsky - Standard from NEACS. Current NEACS standard which we are obliged to follow. The wording is telling us that we have to do some efforts to know that our students in the gen ed that our current gen ed is doing these things for us. On the other hand I think an assessment program that assesses some of the main components is better than nothing at all. The commitment that we have made to NEACS we were found deficient in 4 main areas including assessment. We submitted at 2007 report but I am anticipating that in tharea of academic program assessment we have made progress but will continue to be deficient to be

Eileen Carrerio - I agree with what I have heard about the assessment piece. WE haven't had a good assessment piece. We have to understand that we are in process of the general education review and the piece we have not done is assessment. We can't start from scratch at this point.

Michael Baum – we are dancing around the issue of resources.

Paige Gibbs—you are right assessment programs are quite expensive there are a variety of approaches. The document Dick distributed has in most areas defined outcomes. For example Ethics. For most areas there are defined outcomes and expectations. We have not been assessing those. We need to work with the committee to find out how to assess those.

Jim Griffith – The Provost was just commenting on resources that we need to put in the budget. My assumption was based on previous discussions there was money put in the budget since 2000 what happened to those funds?

Paige Gibbs – we haven't been spending the money on doing this. WE don't have the program to do this. We haven't been doing assessment. To assess writing that is going to involve a sampling process. For some of these outcomes we need to develop rubrics. There was information literacy working with the Connect project and they have developed a rubric for assessing information literacy. We need to bring these issues to the Gen Ed committee.

Jim Griffith – we have had Gen Ed assessment efforts since 2002 what happened to that.

Dick Panofsky – What I was trying to do here was give you the knowledge to that answers the question you have. A series of committees starting in 1999 piloted a wide variety of projects in most of these areas. In many of these areas they drafted objectives and outcomes. You can't evaluate the programs without the objectives and outcomes. The purpose I had in pulling this information together was to demonstrate that a remarkable amount of progress was made, as far as I can tell none of those outcomes and objectives have been presented to the Senate for formal adoption. We need to find out which is real.

Susan LeClair – some of these objectives and outcomes were brought to the Senate as the methods by which assessment of math, science and technology could be assessed. That was forwarded to the Provost office to implement this and that never happened. This is also true for some of the other objectives. We were waiting for the FT director of assessment and now we shall do this. We need someone to implement these pilot results. A number of these have gotten through the Senate and even had pilot programs that have never been implemented. The only charge the Gen Ed committee has is the approval process. They have never been charged to do anything with assessment. WE need to speak to the members of the Gen Ed committee about the new focus on assessment.

Dick Panofsky – I believe that if what Sue said is correct, we have some definite things in place a newly hired Vice Chancellor for IR and Assessment. One of the main reasons for hiring is to assist with this process. There will be some money for appropriate instruments, etc. These are the key these objectives and outcomes must be adopted so that the Senate can say to all the faculty teaching these courses that you are obligated to institute these processes. The faculty must adopt these objectives and that step has not been taken to enact those series of objectives. I believe that is the main reason we haven't made further progress.

Elaine – Curriculum grows, develop and changes, faculty come and go so how do you take a gen ed designation off a course. It was an ethics requirement, I cannot remove a gen ed designation if the curriculum changes.

Phyllis Currier – After a course is approved, there is no oversight.

Barbara Jacobskind– Respond to Dick said there is no question that we have a lot of problems with our gen ed program but my recollection is that when the fac senate went through the process of gen ed, it was our understanding that an individual faculty member could apply to put a course into gen ed. But I am not sure that we ever voted that faculty members would be bound by course objectives. I think the Senate is going to have to fill in the holes and vote on the entire document including course objectives and how faculty will be bound to deliver those objectives.

Presentation by Susanne Scott of CTE

Suzanne Scott -- I asked Michael if he could put me on the agenda and talk with you a little about CTE as a way of increasing the conversation between my office as Director and the Faculty Senate. I have spent most of my time looking externally, joining different fac development organizations, talking to everyone about what is happening in the world of fac development. I has been a steep learning curve and I have tried to assimilate all of this and really focus on improving communications between our group and the Faculty Senate to find out are we doing things that are relevant to faculty today in terms of their teaching, are their other things that need to be done that we are not doing. Attendance at a lot of things that CTE does has been poor, most of the events are faculty helping faculty. We use volunteers but I am reticent to have them continue to give lots of time if that is not what we need. Most of the Faculty Senate are faculty who have been here for awhile I am not sure we are reaching them. We have 120 people signed up for focus groups out of 300 faculty. We have conducted three so far, most of those are a large majority of assistant professors. We don't have many full professors, even if your time here is limited you have a lot that could be of use in helping us define what we should be doing. I am not sure how much you know about other groups looking at faculty development, IT, the new Dean of the library, there are a lot of exciting things going on but without the Faculty Senate getting the conversation going about what is needed. I tried surveys I get 30 back out of 300, which is why I tried the focus groups. It is the Full professors and the Assoc professors that we are not meeting with. The Annual Report describes what CTE does so I am not going to take time to discuss what we do and how we do it.

There are 20 members of the Board and it is a really active and working board. The website lists the Board members.

Barbara Jackobskind– Susanne has done a remarkable and outstanding job directing CTE and the Faculty Senate recognize her for moving the center forward. Seconded, So Moved.

Provost Garro -- There will be an NSF workshop a notice went out through group email Faculty members from a number of New England colleges have signed up. We will cover the cost for UMass Dartmouth faculty to register. This is an all day workshop on 11/15. The other is that I would like to bring SFAAC a request to review the grade appeal process. So that process can happen in a more timely manner. So Spring appeals are completed before the Fall semester since it impacts registrations, etc.

Motion to adjourn, seconded, so moved. **Adjourned at 5:00pm.**