

**Minutes**  
**Faculty Senate Meeting 11/18/2009**

Call to Order 3:37 PM

Motion to Approve Minutes from October 13 Meeting  
Moved and Seconded

**Susan LeClair Law School Task Force Update**

Membership on Law School Task Force: Paul Bacdayan, Ric Golen Susan Krumholtz Susan Leclair, Kenneth Manning, Grant O’Rielly, Anthony Garro, Jean MacCormack, Deborah McLaughlin, Bill Mitchell, Bob Peck, Robert Ward

Paperwork related to the proposal has been circulated and a series of priorities, topics and questions have been prepared. And we anticipate a meeting in the next week to ten days. At the December meeting we will present the agenda and other issues. One issue is the library and working with the library to determine the impact of the law schools needs for ABA accreditation on the library budget, etc.

The documents that were referred to by the Chancellor in the October meeting are currently available to the faculty for review they are available at [umass.edu/law](http://umass.edu/law) and anyone can access the documents now.

The Board of Trustees Meeting is scheduled on December 10<sup>th</sup> and the next Senate meeting is scheduled on December 10<sup>th</sup>. Hopefully the Board vote on the law school will be reported at that meeting.

**SFAAC Issues from the Senate**

Ric Golen Chair SFAAC

Item One: Asked to evaluate the number of credit hours students could take during intersession.

Item Two: Change in academic calendar from 15 weeks to 14 weeks. In order to allow for campus closures and other issues.

Item One the committee recommends to the Senate Students may take up to 6 credits during the intersession, and must get signatures from their Advisor and Department Chair or other required signature in order to take over 6 credits. This recommendation is based on concerns about the rigor of the classes being presented and the ability of the students to absorb and reflect on the materials over such a short period, but there is a need on the part of our students to be able to “catch up” on credit hours.

Motion to approve the recommendation, seconded.

Discussion: The six credits is generous, three credits should be full load during a 3 week session. Three credits is probably the only reasonable way we can have any faith in quality. The recommendations should be three credits.

**Motion to amend the motion, seconded. The amended motion will be that students will be limited to three credits per intersession.**

Discussion:

It is not feasible that students can possibly physically take and process 9 credit hours in three weeks given the in class time, reflective time and study time.

It might be better to state “one regular course” rather than credits. These courses are often used for remediation rather than for enrichment. It is probably not appropriate to offer certain courses.

The limit on three makes sense and even expanding it to six and then dangling nine hours is not appropriate.

There is the exact opposite impact in some courses since they are immersed in the material and they actually can learn more. If the courses are well prepped and ready, then you can actually devote more time to teaching. I disagree with limiting to three because the students should be making choices over their own academic progress.

In theory you can do a course in three weeks, and even be a better experience in some ways, but this assumes that you can be assured that the student has sufficient time to prepare the material for the next day. If students were limited to one course we would have more confidence that they had adequate prep time.

These are curricular decisions and faculty governance and we are offering courses that students can succeed in.

**Vote on the amended motion, limiting students to a maximum of 3 credits per Intersession:**

Favor: 17

Opposed: 4

*Our recommendation will now go to the Chancellor/Provost's Office for their consideration. Our recommendation is that this should go into the catalogue as of Sept. 1, 2010, meaning its implementation would take effect for the first time in January 2011.*

Item Two: Shortening of the calendar will be reported back on December 10<sup>th</sup>.

Three Major Forums are happening. There was an announcement of the NEASC standards and reports will be opening tonight. The deadline for online comments will be January 7<sup>th</sup>. There are 11 areas

There will be two forum over the NEASC 11/23 and 12/1 the 11/23 library browsing area 12/1 woodland commons. 11/24 forum on academic advising in the library browsing area to review all of the issues related to academic advising. There have been some discussions and some research already presented.

### **Report from the Cultural Affairs Committee Jim Marlow**

The committee has no venue for the Spring as yet, the funding for the event has been cut down to \$10k. There will be another report later in the year.

David Milstone: In the past there were two sources of funding, Provost's office and student affairs. There was some concern that students were not involved in this decision and discussions. Thus student affairs decided not to fund as of now. The by-laws require that a student has to be a Co-Chair of this committee.

There can be as many students on the committee as they want. There is no impediment to student participation, they don't even have to be on Senate.

Often there is an issue with student representation on Senate committees. Faculty Senate Committees have requested membership from the Student Senate but often there has been no response.

### **Matt Roy, Service Learning**

Service Learning is a pedagogical method used in credit bearing course that is designed with the dual mission of a) student attainment of discipline specific knowledge through creatively designed active learning community based products, b) Community benefit through the thoughtful identification and completion of community based service.

This is not for everyone it is a pedagogical method not volunteer work or community service. The two parts have to be met. Many projects are done but lack the student reflection to link the experience to the class. Examples are available from practices such as linking service in a soup kitchen to a research paper on poverty.

UMD joined Campus Compact in 1997. This group supports service learning on campuses. In the intervening years a survey of the faculty has been completed, a task force was formed to define service learning, the task force met and developed best practices and presented to the Senate in Spring 2006. In 2007 there was a task force to embed intellectual capital of the students into the region.

The more controversial goals are to have all students graduate with one service learning course by 2012. Develop at least 2 service learning courses per major. It is important to remember that these are goals that we are not mandating these.

The question was asked to clarify if service learning is a "attempt to develop" or a "must have". This needs to be clarified. At this point we don't have the capacity to mandate this across campus.

Stressing this as a pedagogical strategy for this program. Many faculty will view this as community service.

The Center for Teaching Excellence has purchased set of books on how to introduce service learning in various disciplines.

There are many different models for delivering service learning.

### **David Milstone; Student Retention Issues, Student Satisfaction**

- Major surveys done with students
- Cooperative Institutional Research Program CIRP
- Conversations that Matter: Focus Group with students.
- Diversity Climate
- Students Satisfaction Survey
- Attrition Exit Interview Reports
- Senior Survey

Matt Roy's Service Learning Presentation and David Milstone's Student Retention/Satisfaction Reports will be uploaded to the Faculty Senate website for archival consultation.

Motion to Adjourn  
Made, seconded  
Adjourned 5:02PM

### **SFAAC Report RE: Shortening Semester to 14 weeks**

December 10, 2009

The Provost's Office requested the SFAAC look into the matter of reducing the semester to 15 weeks to 14 weeks to match the semester lengths of other UMass campuses. Other reasons cited were the ability to close the campus during Christmas week, to have departmental meetings during the last week of a semester, and perhaps to allow for grading to be done a week earlier in May so that diplomas could be given out at graduation.

In the discussions amongst the members of the SFAAC, support was given by some members, while others raised concerns regarding the impact to curriculum content. Nevertheless, the SFAAC voted to move the issue to the Faculty Senate and Faculty Federation for a wider discussion of the matter.

The following is the motion of the SFAAC:

“Be it noted, the SFAAC recommends further discussion with both the Faculty Senate and Faculty Federation regarding changing the current semester length from 15 weeks to 14 weeks.”

Respectfully,  
Richard Golen, Chair  
SFAAC