

Minutes – November 24, 2010

Present:

Altabet, M.	Boerth, D.	Carreiro, E.	Du, C.	Gibbs, P.	Golen, R.	Karakaya, F.
Leclair, S.	Leffers, J.	Li, Y.	Magrass, Y.	Mendes, V.	O’Rielly, G.	Ordoobadi, S.
Peterson, S.	Riley, J.	Roscoe, D.	Sousa, F.	Wang, C.	Wang, S.	Zuo, Y.

Absent

Anderson, M.	Bacdayan, P	Bergandy, J.	Berube, B	Brodeur L.	Cheng, L.	Curran, C.
Darst, R.	Fan, Q.	Fields, K.	Guo, M.	Hedegus, S.	Holloway, M	Kim, Y.
Knauer, L.	McCurry, M.	Mollo, A.	Parayitam, S.	Plaw, A.	Puri, T.	Scarano, F.
Scott, S.	Sibdari, S.	Singh, B.	Sousa, F.	Sun, L	Tandon, A.	White, S

Excused:

Griffith, J. Langley, K.

Guests:

J. Farrington	A. Fowler	S. Engelkemeyer	A. Garro	T. Gonn	W. Hogan
D. Massano	D. Milstone	S. Sousa	A. Tio	E. Winiarz	

1. A. Peterson moved and Y. Magrass seconded a motion to adopt the minutes of the October Faculty Senate meeting. Motion carried
2. G. O’Rielly reported that the committee membership and charges will be sent out this week.
3. The Senate Steering Committee is investigating various compositions to committees and the Senate itself. A report of alternatives will be in the spring semester.
4. **General Education Committee D. Roscoe**
Attached is the copy of the presentation material
 - The difference between 2A and 2B could be considered as the difference between abstract and applied science.
 - The sunset provision will allow for continued assessment that the course goals remain intact
 - Currently, transfer students from Mass Compact campuses can be required to take 2 extra general education courses. The Task Force sees no reason not to continue supporting that requirement
 - Next month’s presentation will be the learning outcomes and assessments.
5. **Provost’s Report A. Garro**
 - We had a visit from the ABA consultant, Camille Di Giorgno.
 - He introduced Justine Dunlap from the Law School.
 - Thanks to all who contributed to the Open House. The turnout was quite good in Arts and Science, Engineering, Nursing and Visual & Performing Arts. The turnout for the Charlton College of Business was smaller than expected and fewer than CVPA. In 2010, the incoming first year students were 40% of their largest class. This is significant as 55% of our revenues come from student fees.
 - The report from the NEASC site visit will be uploaded on the website today to tomorrow. There will be town hall meetings, more work on the website and more administrative explanations to increase transparency. There will be focus

visit from NEASC in 2012 to evaluate the law school, the common course evaluation process, and issues concerning governance. The provost will be appointment committee to evaluate this.

- There are concerns about the implementation of the Fall 2011 calendar. The first of September is Thursday which causes concern about student activities over the long weekend. If we start classes on the 6th, the last day of classes would be the 15th of December with the study day as the 16th and exams from the 17th to the 23rd. This produces a 68-70 day schedule. The Chancellor does not wish to bring the freshmen in any earlier than the Labor Day weekend because there is nothing for them to do and that causes trouble. Comments from senators included suggestions for things to be offered during a longer and more rigorous orientation.

6. **Report on the Board of Trustees** **P.Gibbs**

- L.Petrovic from UMD spoke to the Science/Technology Committee about the use of entrepreneurial incubators such as the ATMC.
- The Advancement Committee reported that 1/3 goals its fund raising goal in complete. The Investments from were hard hit during 2008 have recovered significantly. There is a new computer module for alumni tracking.
- The Athletic Directors from all the campuses reported to CASSA that athletes have a higher retention rate than non-athletes and their GPAs are very good. The committee reviewed the new Alcohol Intervention Plan.

7. **Senate Website** **P. Gibbs**

The senate website is updated. There is space for committees to post minutes, materials, etc. The chairperson or secretary of a committee needs to be trained or they can send all material to P. Gibbs.

8. **Information Technology Plan** **D. Massano**

D. Massano presented the new information technology plan. (See attachment) Additional information will be made available through meetings, and blogs, etc. There was a concern that purchasing was not following the current IT plan for faculty support.

9. **New Business**

Apparently courses from two department were removed from the course catalogue at the request of another department. TS. Hegedus said that MAT students were no longer allowed to take these courses because of additional regulations from the Massachusetts Department of Education. It was determined that only the offering department could remove a course from the listing. These course listings could be modified to state that MAT students are not enroll to enroll.

12. P. Gibbs moved and S. Hegedus seconded a motion to adjourn. Motion carried.

Respectfully submitted,

Susan J. Leclair, Secretary

Attachment #1 – General Education Task force update

University Studies

The University Studies component of the *Engaged Community* is defined primarily by a set of required courses in various areas. These areas are constructed so that students will be exposed to academic experiences that will help them achieve the outcomes in the UMD Commitment to Student Learning.

The University Studies Curriculum

There are five Clusters in the University Studies Curriculum:

1. Foundations for Engagement: Skills for the 21st Century
2. The Natural World: Scientific Inquiry and Understanding
3. The Cultural World: Aesthetic and Interpretive Understanding
4. The Social World: Humanity and Society
5. The Educated and Engaged Citizen: Integrating the UMD Experience

Each Cluster has a set of required courses:

1. Foundations for Engagement: Skills for the 21st Century
 - a. Critical Writing and Reading I – ENL 101 (3 credits)
 - b. Critical Writing and Reading II – ENL 102 (3 credits)
 - c. Intermediate Writing (3 credits)
 - d. Mathematics (3 credits)
 - e. Foundation for Learning through Engagement (3 credits)
2. The Natural World: Scientific Inquiry and Understanding
 - a. Science of the Natural World (3 credits)
 - b. Science in the Engaged Community (3 credits)
3. The Cultural World: Aesthetic and Interpretive Understanding
 - a. Literature (3 credits)
 - b. Visual and Performing Arts (3 credits)
4. The Social World: Humanity and Society
 - a. Human Questions and Contexts (3 credits)
 - b. The Nature of US Society (3 credits)
 - c. The Nature of the Global Society (3 credits)
5. The Educated and Engaged Citizen: Integrating the UMD Experience
 - a. Capstone Study (3 credits)
 - b. Learning Through Engagement (3 credits)

University Studies Implementation

Administrative Structure

- University Studies Committee
 - o approves all courses for University Studies (US) credit
 - o designs assessments
 - o reviews assessment results
 - o makes recommendations for changes to US curriculum
- Director of University Studies
 - o assures adequate courses and seats are available for all requirements
 - o oversees assessment process
 - o writes and presents assessment reports
 - o collects and reviews syllabi for all courses taught
 - o makes recommendation to US Committee regarding curriculum and assessment
 - o coordinates with Office of Faculty Development to offer professional development
 - o maintains the US website and promotes the US program
- Cluster Coordinators
 - o identify and encourage submission of courses for US approval
 - o make recommendations to US Committee regarding curriculum and assessment
 - o provide a line of communication among faculty teaching in the Cluster and the US

Committee and Director

- o assist Director in assuring adequate courses and seats are available for Cluster requirements

Assessment

The Learning Outcomes in each Cluster will be assessed on a four- year cycle:

- Year 1: Designing the assessment process.
- Year 2: Conducting the assessment.
- Year 3: Reporting assessment results.
- Year 4: Adjusting the curriculum.

The assessment process will be shaped by the University Studies Committee, in consultation with the Director of University Studies and the Cluster Coordinators. Because all approved courses must include assignments demonstrating student achievement on the designated learning outcomes, these course artifacts will likely be an important way in which the US program is assessed.

In addition, all approved courses will need to be re- submitted at the end of the 4- year cycle and will be considered anew by the US Committee in light of any adjustments to the learning outcomes, the results of the syllabus review undertaken by the Director and any other considerations related to the delivery of courses in that Cluster.

Timeline

Spring 2011

- Gen Ed Task Force determines a process for receiving US Course Approval Requests.
- Gen Ed Task Force proposes a policy for handling transition issues.
- Submission of US Course Approval Requests begins.
- Cluster Coordinators are identified to begin in the Fall.

2011- 2012

- Submission of US Course Approval Requests continues.
- Approval of courses by US Committee begins (US Committee may adopt subcommittees to aid with review).
- The US Committee designs assessment for Cluster 1.

2012- 2013

- New students matriculate under the new US program.
- Assessment of Cluster 1 is undertaken.
- The US Committee designs assessment for Cluster 2.

Attachment #2 – resolution

WHEREAS the University of Massachusetts Board of Trustees is engaged in the process of selecting the next President of the University of Massachusetts; and WHEREAS the policy for choosing campus chancellors has provided for a final set of candidates for these positions to visit the respective campuses, meet with the campus communities, and take questions from community members, IT IS MOVED THAT the Faculty Senate of the University of Massachusetts Dartmouth respectfully urge the Board of Trustees to extend this policy to the current search for a President. More specifically, after the Presidential Search Committee has chosen a final set of candidates for the position, and before the full Board of Trustees reaches a decision, we urge the Trustees to provide for open forums to be held in convenient locations so that the candidates can speak to and take questions from members of the University community.