

**UNIVERSITY OF MASSACHUSETTS**

**AMHERST•BOSTON•DARTMOUTH•LOWELL•WORCESTER**

**MINUTES OF THE MEETING OF THE  
COMMITTEE OF THE WHOLE**

**Tuesday, February 14, 2006; 4:00 p.m.  
Woodland Commons Facility  
Room One  
University of Massachusetts  
North Dartmouth, Massachusetts**

**Trustees Present:** Chair Karam; Vice Chair White; Trustees Armstrong, Austin, Boyle, Carlin, DiBiaggio, Hyppolite, King-Shaw, Louis, Mahoney, Makrez, O’Shea, Pearl and Silver

**Trustees Absent:** Trustees Cassel, Dubilo, Longo, Kennedy, McCarthy, Rainey and Sheridan

**University Administration:** President Wilson; Interim General Counsel Bench; Vice Presidents Chmura, Gray, Julian and Motley; Senior Vice President Williams; Associate Vice President Harrington; Chancellors Lombardi, Collins, MacCormack, Hogan and Lazare; Mr. Milbury, University Director of Human Resources.

**Faculty Representatives:** Professor O’Connor, UMASS Amherst; Professor Tirrell, UMASS Boston; Ms. Gibbs, UMASS Dartmouth; Professor Carter, UMASS Lowell; Cooke, UMASS Worcester

Chair Karam convened the meeting at 4:35 p.m.

Under the **President’s Report**, President Wilson reported that since the inception of the five-campus system, the University has asserted the value of difference—diversity—as one of its essential aspects. The current Board of Trustees has again reaffirmed that value by listing it among the Trustee Priorities: Continuing a Focus on Diversity and Positive Climate.

In December the University hosted a Diversity Forum to encourage a resumed and ongoing conversation that seeks not only to assert the value of diversity, but to also encourage its practice in ensuring habits of excellence in the daily routines and practices at the University of Massachusetts. Seven Trustees participated in the forum and expressed their eagerness to hear more from each Chancellor about how the campuses understand and experience a focus on diversity and positive climate. Today’s discussion is an outgrowth of the forum.

With regard to the University’s guiding philosophy on student recruitment, the University strives to recruit an incoming class that at least mirrors the 4-year college bound population in the high school graduation class in the Commonwealth. So far, we have been able to accomplish that goal, but there still remains much work to be done, given the changing demographics in the

**Committee of the Whole**  
**February 14, 2006**

state and the nation, and that environments of truly valued diversity manifest more than a focus on the numbers of people of color.

The University has begun the recruitment of the largest cohort of faculty in the last three decades. We view this as an opportunity to recruit a more diverse cohort of faculty than we previously have, as well as faculty whose research and teaching demonstrate an understanding of the centrality of diversity and difference to excellence.

As a land grant institution we expect to renew and strengthen linkages with the K-12 system to ensure that there are strong and better-prepared students in the pipeline. We assert that diversity in all dimensions of the University is integral to the intellectual, social and moral vitality of this community of learners. When we manage to encourage different angles of perception on ways of knowing, creating, and learning, we find that we pose better questions, resulting in fuller and richer responses. This is a hallmark of our excellence.

Today's Chancellor Presentations and discussion will include: attention to the data provided on the 5-year history of students, tenure-track faculty, and staff of color; highlights of pertinent campus initiatives; and comments on how the campuses strives to engage positive discussions of the value of diversity. Senior Vice President Williams will facilitate the presentations and the discussion following the remarks of the Chair.

Under the **Chair's Report**, Chair Karam re-affirmed that a Continued Focus on Diversity and Positive Climate is among the Trustee Priorities.

Chair Karam indicated being among the Trustees present at the Diversity Forum. Highlights of his observations from the forum included:

- No one disagreed with the observation that we struggle when it comes to having discussions about diversity—what it means and its value to us as a University;
- There was a renewed commitment and resolve to strive until we get it right—or at least until we get it better;
- From the forum good, hard questions were posed that day, such as: What does it mean to have priorities? What are the implications for resource distribution and allocation? Are our decisions data-enhanced? Why do we inadvertently associate difference with deficiency? How will we know when we are making a difference? What will it mean for us to be accountable in practice and not just repetitive in our policies? What does it mean that the benefits of diversity accrue to all and not just to people of color?

Chair Karam noted that the Chancellors have been asked to talk about the reality of the priority of diversity on their campuses.

**Committee of the Whole**  
**February 14, 2006**

Senior Vice President Williams reported that in preparation for today's discussion, Trustees were sent data and background information that focus on one aspect of diversity. The data enclosed in the mailing to Trustees included: University of Massachusetts Policy on Undergraduate Admissions; University of Massachusetts Undergraduate Financial Aid Policy; University of Massachusetts Undergraduate Financial Aid Policy Guidelines; Undergraduate Students: 5-year historical look at race/ethnicity and gender by campus; Full-Time Tenured/Tenure-Track Faculty: 5-year historical by race/ethnicity and gender; Full-Time Staff: 5 year historical by race/ethnicity and gender; and International/U.S. Students: undergraduate, graduate, numbers, and percent (does not include students of color).

The Chancellors then reported on **Continuing a Focus on Diversity and Positive Climate**. Highlights from the Chancellors Presentations included:

**UMASS Lowell (Chancellor Hogan)**

- A Center for Programs has been built and designed to introduce young people to the need and value of higher education; to prepare them through K-12 education; and to show them in a personal way the enrichment and vigor of diversity through educational and community experience;
- Programs geared towards giving students an opportunity to embrace diversity include: the Tsongas Industrial History Center, a collaborative educational enterprise of UMASS Lowell's Graduate School of Education and the National Park Service at Lowell National Historical Park; a program created to introduce young people to the richness that can come from understanding other cultures through music and performing arts; targeted high school academic enrichment programs such as the College Preparatory Program in Lawrence and the New Horizons Program in Lowell;
- Students are encouraged to work with faculty and staff and to participate and be engaged in the University and the community;
- The Lowell campus is working to find a way to get faculty and staff members to engage in an activity that would significantly improve the teaching/learning dynamic; develop new programs to further diversity and multiculturalism on campus; and how to assist in sustainable recent economic development;
- A comprehensive plan to revamp, revise and move physical plant up to the next level may be presented at the May meeting of the Committee;
- Increasing the working pool of applicants presents a challenge;
- There is a focus on strengthening the culture of stability and dignity on campus.

**UMASS Worcester (Chancellor Lazare)**

- UMASS Worcester has created a program for students of color that will help them qualify for medical school;
- Pipeline programs for faculty and students are in place at the Worcester campus;
- Start-up packages are made available for faculty of color;

**Committee of the Whole  
February 14, 2006**

- A Gender Equity Study was conducted looking at the various inequities in the treatment of women. It was concluded that overall UMASS Worcester achieves distinction in creating an institutional climate;
- New faculty salary equity study has been conducted;
- A faculty Development Program has been instituted;
- We should be training a larger percentage of black doctors nationally, however, there aren't that many;
- The National Association of Black Doctors would be a beneficial resource for the Medical School.

**UMASS Dartmouth (Chancellor MacCormack)**

- UMASS Dartmouth has embraced the idea of growth and improving diversity on campus, and is prepared to be a culturally diverse and competitive environment. The Dartmouth campus is making progress and needs champions of all races and ethnic groups to embrace diversity;
- One of the critical issues for the Dartmouth campus is identifying what its challenges are, and there is a double challenge on campus of growing not just the size of the population but the diversity of the population;
- Tenured-track faculty of color has increased from 14% to 17%; staff from 13% to 15%; undergraduate students from 11% to 13%; graduate students from 5% to 7%;
- There is a large number of African American and Hispanic students but there is not a match of faculty available to them;
- Competing to increase the pool in terms of the pipeline is another challenge for the Dartmouth campus;
- The College Now Program has been designed to provide special academic classes and counseling services aimed to inspire student success at the University;
- UMASS Dartmouth also works with the K-12 schools, provides college guides, and works with parents and students through its Upward Bound Program;
- The creation of a Recruitment Fund is in process;
- A new Director for the African American Urban Studies Program has been recruited;
- UMASS Dartmouth has a distinguished Lecture Series that has brought significant people of color and others from various cultures to the campus;
- Regional contacts have been established to help in the recruitment process.

**UMASS Amherst (Chancellor Lombardi)**

Chancellor Lombardi read from the UMASS Amherst Report on: A Commitment to Inclusiveness and Diversity. The report informed the Board on the Committee on Campus Diversity and the Action Plan; Action Plan Implementation; Student Success and the First Year Experience; and Challenges of Implementation.

Trustees can access the report through the Amherst campus web site.

**Committee of the Whole**  
**February 14, 2006**

**UMASS Boston (Chancellor Collins)**

- UMASS Boston has the most diverse student population with just under 40% of students of color, and the campus works to ensure that persons of color have access and opportunities to its programs;
- UMass Boston's Directions for Student Potential Program offers a six week intensive summer program designed to strengthen academic skills for students entering the College of Arts and Sciences; the Upward Bound Program offers an intensive, year-round academic program to assist students, especially juniors and seniors, in the successful completion of high school and prepares them for college;
- Other programs include: Project REACH, a program designed to enhance the educational opportunities for individuals who receive special education services within the Boston Public Schools; the Veterans Upward Bound Program provides a unique opportunity for men and women veterans of all ages to acquire the academic skills required for entry into college; the Alerta Program, a supplemental enrichment program for Hispanic students emphasizes study skills in the area of creative writing, computers, math and science;
- UMASS Boston offers joint scholarships through a 3-year, \$500,000 grant from the National Science Foundation to provide support to students who are underrepresented minority and want to pursue careers in math and science;
- The Honors Program Colloquium in International Epidemics offered a Student Learning Experience to South Africa;
- A program is underway with the four medical schools in Massachusetts that will help enroll 50 students of color into one of the four medical schools;
- UMASS Boston lives through diversity through its various institutes. The Trotter Institute addresses the needs and concerns of the Black community and communities of color in Boston and Massachusetts; the Gaston Institute informs policy makers about issues vital to the Commonwealth's growing Latino community; the Institute for Community Inclusion is committed to developing resources and supports for people with disabilities;
- Retention, meeting student financial aid needs, and the need for residence halls are a concern on the Boston campus;
- with faculty recruitment, 45.7% of women are in tenured-track positions, 22% are minority in tenured-track positions, that compares with 36% of women in tenured-track positions nationally and 15% of minority nationally;
- The Center for the Improvement of Teaching is a faculty-governed organization committed to sustained and collaborative work involving faculty, staff and students;

There was then a brief discussion of the funding of campus programs through endowments.

Senior Vice President Williams then summarized key points in the Chancellors presentations. There is ongoing work with the K-12 system and the pipeline; there is a need to reflect, review, recruit creatively, and to retain intentionally, and suggestions were made on how to do that; the development of the human potential and the idea of being valued is important; active learning, creative thinking and increasing aspirations are all taking place; how faculty and staff feel at the

**Committee of the Whole**  
**February 14, 2006**

University and how certain issues are addressed must be considered; we need to look at how performance is measured and the need to hold people accountable; establishing relationships, we must provide opportunities for ownership, create partnerships, sustain compassion, and demonstrate the passion and the intention whether it is done by allocation or by reallocation.

Senior Vice President Williams indicated that many people have difficulty talking about “diversity” and quality issues because it is not discussed enough. She also noted that creating endowments to support programs is important.

Chair Karam thanked the Chancellors for their presentations.

The meeting adjourned at 6:38 p.m.

Zunilka Barrett  
Staff Associate