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What a difference a day makes

UMass/Boston Celebrates Teaching and Learning about Differences

On Saturday, March 3 nearly 200 students, faculty, staff, and visitors joined together at the Harbor Campus for the day-long conference, "Teaching and Learning about Differences," part of UMass/Boston's year-long celebration of its 25th anniversary. Organized by Associate Professor of Sociology Estelle Disch, and sponsored in part by the Center for the Improvement of Teaching, the conference featured panel discussions, workshops, an honorary degree ceremony, and a keynote address. Conference participants kept busy thinking about topics that ranged from "Students who Fear Quantitative Work" to "Integrating Asian-American, Gay and Lesbian, and Disability Studies Literature into the Curriculum" to "The Teaching Process."

One special highlight of the conference was the major address, "Multicultural Education and Training at a Public University: the Case of UMass/Amherst," delivered by Bailey Jackson, Associate Dean for Academic Affairs, UMass/Amherst. Justifiably pleased, Professor Disch called Dean Bailey's remarks "spectacular." Certainly no one in the audience would disagree with her assessment.

Perhaps the most memorable part of the conference, however, was the honorary degree ceremony that took place in the Snowden Auditorium of Phillis Wheatley Hall. Two distinguished black Americans—*grande dame* of Boston arts Elma I. Lewis and Arnold L. Mitchem, Executive Director of the National Council of Educational Opportunity Associations—received honorary doctorates. One footnote of historical interest is that these two degrees were the last such to be conferred by now-retired President David C.



Smiling in the Face of Diversity: Vice Chancellor Edward O'Malley greets special Campus guests (left to right) Trustee Lawrence DiCara, Trustee Michael Foley, Dr. Elma Lewis (honorary degree recipient), and Trustee Judith Baker.

Knapp. Chancellor Sherry H. Penney delivered the remarks that set the tone for the ceremony. The text of her address follows:

I would like to begin by first welcoming our distinguished guests, Dr. Elma Lewis and Dr. Arnold Mitchem. It is a pleasure to have you with us today, and we are deeply honored by your presence.

I am very pleased that we are able to join together here, in Phillis Wheatley Hall, at this most timely and important conference. Were she in Boston today, I am certain that Phillis Wheatley would be here with us to celebrate the achievements of our honorary degree recipients as well as to participate in the debates and discussions of the conference itself.

Before giving my formal remarks, let me offer my personal thanks to Dr. Estelle Disch and the excellent group of faculty, professional staff and students for having the insight and energy to put forward such a far-reaching discussion on the important topic of teaching and learning about differences. I would also like to thank the many individuals from throughout the Campus community and the city who served on the planning committee for this conference and are leading the various panels and workshops throughout the day. Having looked over what you have already discussed and what you have scheduled for the rest of the day, I can truly say that this is one of the most timely, comprehensive, and provocative conferences

I have ever seen. Again, my congratulations on a job well done.

It is clear to me, as I am certain it is to each of you, that there is perhaps no issue of greater importance to our University, our neighborhoods and to this nation than overcoming the debilitating effects of intolerance and racism. Your efforts today will contribute to broadening our understanding of how these insidious forces permeate so many aspects of our lives. Additionally, we hope that your efforts may as well provide us, as a learning community, with guidance and insight on how we can make our institution an even more progressive structure for human growth, development and understanding.

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President David C. Knapp Resigns

"This said, he left them, and returned no more."

—Matthew Arnold

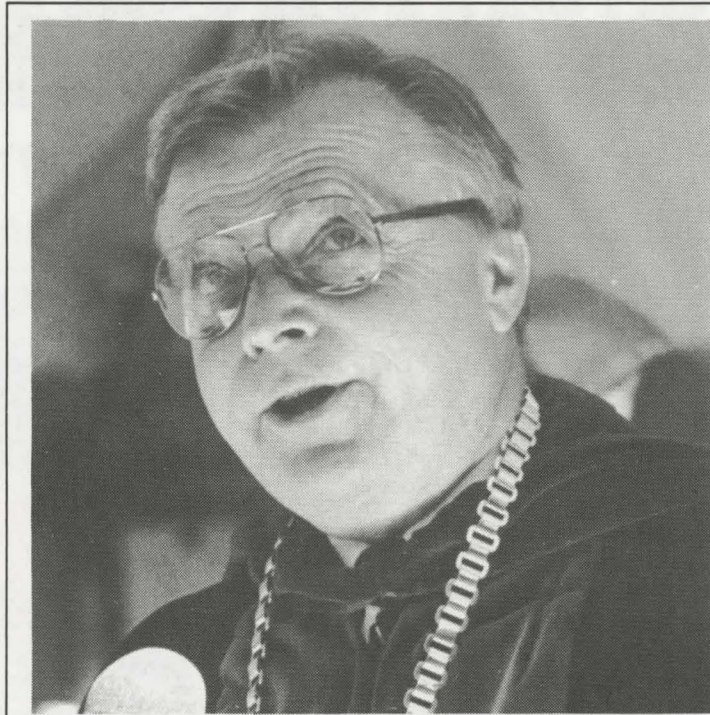
After 11 and one-half years of service to the Commonwealth as President of the University of Massachusetts, David C. Knapp resigned his office, effective March 16, to become Ralph Waldo Emerson Professor of the University. Upon accepting President Knapp's resignation, Chairman of the Board of Trustees Gordon Oakes expressed the Board's "appreciation for more than a decade of service to the University of Massachusetts." Chairman Oakes went on to say, "the three campuses of the University system have made tremendous advances during the time of his presidency. David returns to a faculty position and to his original career as professor with our gratitude, heartfelt thanks and good wishes."

What follows are excerpts from President Knapp's statement to the Board in which he announced his resignation.

I have chosen a short period before the effective date of my departure to avoid the pitfalls of being a lame duck. In the current environment, the University can ill afford a long transition and experience seems to indicate how ineffectual leadership can become in such periods.

Despite recent setbacks, the University is a much stronger institution today than when I arrived in 1978. All those associated with the University can look upon the past decade with pride in its accomplishments, including:

First, the expansion of the University's functions establishing it as a contemporary land-grant research institution. This includes the development of public service activities such as the Massachusetts Institute for Social and Economic Research (MISER), the McCormack Institute, the Math, English, Science Teacher Education Program (MESTEP), City Lights and the Healey Public Service Grants; the establishment of doctoral edu-



President David C. Knapp

cation opportunities in biomedical and environmental sciences; the dramatic expansion of corporate and federal support for research.

Second, pioneering efforts in industry-university partnerships especially in science and engineering at Amherst and the development of corporate relations and patent policies to guide the University in these areas.

Third, the initial steps in building private support marked by the first million dollar gifts at Amherst and Worcester, stepped up annual giving at Amherst and Trustee support marked by the gifts of Andy Knowles and Paul Robsham.

Fourth, pioneering in the development of modern computerized management information systems and the design and installation of a state-of-the-art telecommunication system.

Fifth, an enhanced academic reputation evidenced by the quality of our undergraduate applications, the academic achievements of the student body, and our ability to attract faculty of the highest quality.

Sixth, an expanding network of

international involvement including some of the earliest initiatives with China and the Soviet Union.

Seventh, careful attention to building a University system with complementary parts, including a Boston campus that has matured as an urban institution meeting the critical needs of its unique constituencies; a campus in Worcester that has come of age as one of the most dynamic academic health centers in the country, one which will play a vital role in efforts to stimulate research and training in biotechnology and other health related fields; and, finally, an Amherst campus which has solidified its position as a comprehensive university with national recognition and international stature.

While I would like to believe that my administration played some part in these advances, real responsibility for the success we have achieved lies with the talented men and women who make up the University's faculty, with the able leadership of the campuses, and with the dedicated support personnel whose efforts are so essential to the functioning of the institution.

...I have devoted an inordinate amount of attention, time and energy to preserving the University system over the past decade. I have done so, not to sustain my office or job, but to keep in place a three-campus system, conceived in 1970, which I believe benefits the Commonwealth and each of the campuses. I know that you as Trustees are committed to that system, and I believe that you, as a Board, should have the independent authority appropriate for governing a distinctive billion dollar university enterprise.

It would, of course, be unrealistic not to acknowledge the turmoil in which the University finds itself at present. The continuing erosion of state support, compounded by paralysis in public policy, is having a detrimental effect on our ability to maintain access and excellence. The campuses have demonstrated remarkable resilience in trying to maintain academic programs in the face of chronic budget problems. But Universities are fragile institutions, and talent and imagination are not constrained by state boundaries. The academic marketplace in which the University competes is international in scope and institutional commitments are being strained to the breaking point...

...This University, like all public, land-grant institutions, is dedicated to the proposition that knowledge can and should serve the public interest. Its potential for leadership among public universities has been enhanced during the past decade and I urge the Trustees not to falter in pursuit of excellence during our current malaise.

I want to close by thanking the Trustees for your support in good times and bad. I also want to express my appreciation to the faculty and campus leadership for their support in our mutual endeavors.

Finally, I want to thank the members of my staff who have labored long and hard in the service of the University.

UMass/Amherst Chancellor Joseph Duffey named President of the University

On February 22, after accepting the resignation of President David C. Knapp, the Board of Trustees of the University named UMA Chancellor Joseph Duffey President of the University. President Duffey has served as Chancellor of the Amherst Campus since 1982, having previously been a member of the administration of President Carter, as Assistant Secretary of State for Educational and Cultural Affairs and as Chairman of the National Endowment for the Humanities, a position he also held in the Reagan administration.

A graduate of Marshall University, President Duffey received his graduate degrees from Yale University, Andover Newton Theological School and the Hartford Seminary foundation. He has taught at Hartford Seminary and Yale University, and has served as a Fellow at Harvard University's Kennedy School of Government (Institute of Politics). Among his numerous publications are the recent "U.S. Competitiveness: Looking Back and Looking Ahead," in *Global Competitiveness*, edited by Martin Starr (W.W. Norton, second printing, July, 1989), and "Back to the Future: Collaboration and Competition in a New World," in *Collaboration and Competition in the Global Economy*, edited by Antonio Furino (Ballinger Press, 1988). President Duffey has been Stern Lecturer at Syracuse University, Lund Lecturer at Northwestern University, Sparkman Lecturer at the University of Alabama, and Lesser Lecturer at the University of Southern California. In 1980 he was named Commander of the Order of Leopold, II by the King of Belgium, and he holds honorary degrees from 13 American colleges and universities. He has been a member of the Council on Foreign Relations since 1979. President Duffey is married to Anne Wexler and has four sons.

Following are excerpts from President Duffey's remarks to the



President Joseph Duffey

Board of Trustees on February 22:

I believe strongly in education. And I know what it takes to build a great university.

I am very proud of what we have achieved at the University of Massachusetts in Boston, and at the Medical Center in Worcester, and not least of all in Amherst where I have been directly involved for nearly eight years....

...The task I have been asked to address by the Trustees—reducing the staff and functions of the central office of the University—is not one that I welcome. Who, indeed, would welcome that task? Who would look forward to eliminating the jobs of hard working men and women? I certainly don't. Yet I believe that a more decentralized, more efficient central office is necessary. And I will do all I can to increase the resources which go directly to teaching and research on the campuses of the University system.

I am sure that there are some in the press, and, unfortunately, in

the executive branch as well, who will cheer the elimination of jobs for its own sake. For we are now in a time of rampant cynicism about all public expenditures.

Daily we hear from glib, often uninformed radio talk show mavens, (as well as from candidates for high public office,) cynical appeals to citizen frustration at unresponsive government.

But bashing the public sector and disinvesting in public higher education are not going to make anything better...

...Let me say a word for the young men and women who are attending our state's public colleges and universities.

Most of them are aware of the fact that they must make their own futures.

They have very little sense of entitlement.

They value hard work and they are doing their part, seeking to prepare themselves for a future in which Americans must try harder, think harder, work together, vote smarter, and care more about the

nation's welfare.

They deserve more than they are getting from the Commonwealth of Massachusetts today.

They deserve more opportunity for education, not less...

...Finally, I cannot do this job alone.

I ask the parents of present and future children, for the sake of their sons and daughters and of their future to stand up and speak up for public higher education.

I ask our alumni (who have already benefitted from those who in the past built this University for them) to join in our efforts to continue to build a University system worthy of our future citizens.

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UMass/Boston celebrates Teaching and Learning about Differences

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As Chancellor of this University I am happy to join with you here today. Your continuing struggle to find solutions to these problems deserves the appreciation of everyone on this Campus, and I want to assure you that I am committed to working with you to develop strategies that sensitize our teaching faculty and students to the importance of teaching and learning about differences.

As most of you are already aware, the University of Massachusetts at Boston has a long and continuing interest in promoting educational opportunity for all citizens of this City. We were established to provide the resources and strengths of a great university to students and communities too long were denied those resources and that strength.

Over the course of the last twenty five years, we have gained national recognition for the strength of our academic programs. We now offer undergraduate and graduate degree programs in more than 70 fields of study. And we are taking our place as a leader in urban higher education and in research on issues of vital concern to urban populations. I am proud to say to you this afternoon that UMass/Boston is also a leader in attracting minority faculty and staff.

Currently, over 17% of our students and 9.9% of our tenured faculty are minorities. In both of these categories, minority faculty and students, UMass/Boston has the highest percentage of any four-year public university or college in New England. In addition, our analysis of the 1988 minority student graduation rate from four year public colleges and universities in New England reveals that 29.1% of all black students, 22.7% of all Hispanic students, 23.4% of all Asian students and 17.1% of all native American students in the New England region took their baccalaureate degrees at UMass/Boston.

It would be easy for me to say to you that these statistics alone are



Conference Organizer Professor Estelle Disch in a reflective moment.

proof enough of our commitment to inclusion, diversity and racial tolerance. But you know and I know that statistics alone are not enough. Simply admitting students or hiring faculty, as important as they are, are not sufficient to address the complex problems and issues which you are addressing today.

As you entered the Campus today, you traveled down our avenue of nations. Unfurled before you were the national flags of our diverse student body. We fly these flags not just out of respect for the many people who have come to UMass/Boston in search of truth and knowledge: we fly them to symbolize to all who pass by and to all who enter that we are a University the doors of which remain open to the students of the world. The beautiful rainbow of color that you see in those flags is the rainbow of color that can be seen in the students, faculty, and staff who are the University of Massachusetts at Boston.

As an institution, we recognize that when we admit these students, we must use our most precious resource—the trained intelligence of our faculty and staff—to unlock the doors of ignorance that bar us from reaching the summit of compassion and tolerance.

We must use our skills and training to open the doors of understanding and sharing.

We must teach our students to appreciate and take strength in the rich cultural backgrounds and deep ethnic histories each of them brings to the classroom everyday.

Beyond this, we must also impress on every one in this university that we are all members of a global village. An international community where there are no longer walls and borders to separate us. In such a world the problems of the United States are intertwined with the problems of Central America, Southeast Asia, Eastern Europe and South Africa. To address the issues and problems presented by such a global imperative, we all must share a unified global perspective that is built on mutual values, trust, and understanding as well as a genuine spirit of international cooperation devoid of racial and ethnic conflicts.

Much of what I am talking about today is being discussed and debated in classrooms throughout this University every day, and your work at this conference is aimed at further enriching our efforts in these important areas. Our faculty and staff recognize that it is not enough to merely survive in the 21st Century, we must strive to move beyond the levels and limitations of today's world and to lay the foundation for a better and more prosperous life for all people. They are committed to making this university a

place where all student cans grow and develop to the limits of their potential. Without them, UMass/Boston might be a good university. But I assure you it would not be a great university.

Let me close here by mentioning a few last important reasons why I believe UMass/Boston is so critical to the intellectual vitality of this state, and why I believe we must continue to be a resource, support structure and a source of strength to our contiguous neighborhoods and to the City, and to the Commonwealth. Many of you are no doubt already aware of our Institute for Learning and Teaching, which, for close to two decades, has been involved in promoting innovations in the classroom and in developing strategies to advance student learning and achievement.

You may not be aware, however, that we have an additional six institutes also breaking new ground and developing new ways to address problems in our communities. Our most recent institute, the Mauricio Gaston Institute for Latino Community Development, for example, is engaged in much needed basic research on the dynamics and pressures in the Latino communities of Massachusetts.

The William Monroe Trotter Institute for the Study of Black Culture is similarly seeking answers and solutions to problems which have impaired the ability of the black community to benefit fully from the rich resources available in this state. These efforts, along with the work that we are doing to assist in better meeting the needs of the elderly and our efforts to understand how to clean our urban waterways, can and will make a difference in the quality of life for all citizens in Massachusetts.

I know that it won't be easy to eradicate racism and intolerance from this nation, but we all must try as hard as we can to rid our society from this destructive disease. We owe it to ourselves, we owe it to our children, we owe it to our community.