



University of Massachusetts
Boston
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University Governance
Faculty Council
https://www.umb.edu/faculty_staff/faculty_council
Monday, March 7, 2022
1:00-3:00
Zoom Webinar

Agenda

I. Approval of the Agenda

II. Motion to approve the February minutes

III. Chair's Comments

IV. Reports – 10 mins maximum

- a. Chancellor – Marcelo Suárez-Orozco
- b. Provost and Vice Chancellor for Academic Affairs – Joseph Berger
- c. Vice Chancellor for Administration and Finance – Kathleen Kirleis
- d. Faculty Representative to the Board of Trustees – Marlene Kim
- e. Representative from the Faculty Staff Union – Steve Striffler
- f. Representative from the Graduate Employee Organization—Chidimma Ozor Commer

V. Motions from the General Education Committee

1. Moved: That Classics/History/Religious Studies 311L, The Fall of Rome, be approved as satisfying the World Cultures Distribution.

WISER Course Description: People have been trying to understand the fall of Rome since the fall of Rome. In 200 CE, the Roman Empire was the largest, most diverse, and most powerful state the Mediterranean world had ever seen. By 500, the Western half of the Empire had splintered into smaller kingdoms that would eventually become the basis for modern European states. What happened? This course will examine the political, military, environmental, and social changes of the Empire as it loses territory and transforms into the medieval world. But we will spend just as much time trying to understand what it was like for typical Romans to live through this period. We will study armies and taxes, but also the rise of Christianity, the prevalence of slavery, the shifting gender norms, and the stories that filled the imaginations of people throughout this time. We will discuss major ancient cities like Rome and Constantinople, but we'll also venture out to the edges of the Empire and beyond learning about the Goths, Celts, Sassanians, and more.

In addition to learning about the transformation of the Roman Empire between 250 and 800, students will also practice thinking like historians; that is, we will think about possibilities and limitations of the wide

range of sources that historians use to piece together what happened and why it matters. How do we know what we know about the past? And why should we care how history is written?
CLSICS 311L and HIST 311L and RELSTY 311L are the same course.

General Education Capabilities: Critical Reading and Analysis, Verbal Reasoning (Critical Thinking), and Effective Communication (writing, speaking, or other forms of expressive communication).

2. Moved: That Classics/History/Religious Studies 311L, The Fall of Rome, be approved as satisfying the International Diversity requirement. (Please see previous motion for WISER course description. Elements of diversity are underlined here but not in the WISER catalog. The Sassanians are the last Pre-Islamic empire in Iran.)

VI. Motions from the Graduate Studies Committee

Motion #1 (Forms in Docusign – 11 OneForms; all supporting documents in this Motions folder)

From: CNHS (Exercise and Health Sciences)

Request for 11 new elective courses in Exercise and Health Sciences

Rationale: This cluster of elective courses with in-depth knowledge which is not covered in the current curriculum will modify the PhD program as well as enhance the pool of courses for MS students. These courses, based on the faculty's strengths, are developed with a focus on special populations and health (e.g., aging, diabetes, obesity, and cardiovascular diseases) and also aim to help students understand the health inequities among various populations and provide students with guidance towards developing strategies to effectively reduce the inequities. They will greatly strengthen the identity of the program in the New England area.

Course #1: EHS 710 Physical Activity Intervention, Chronic Disease and Disability in Aging

Description: Physical Activity Intervention, Chronic Disease, and Disability in Aging course provides the learner with scientific and clinical evidence on the interplay between physical activity, and typical and atypical physiological processes in humans. The course will explore the pathological pathways of age-related chronic disease and disability, and the impact of physical activity interventions. Learners will understand how exercise and physical activity can be implemented to improve the quality of life typical and atypical populations.

Course #2: EHS 731 Body Composition Assessment

Description: This course examines the body composition assessment methods that are used in varied populations (children, adults, older adults, certain disease states and fitness levels), both in laboratory and field settings. Standardized reference, laboratory and field methods will be discussed with special emphasis on the strengths and limitations of each technique for populations that vary by gender, racial/ethnic background, age, athletic status and health status. The theoretical basis for each technique will be discussed along with sources of measurement error.

Course #3: EHS 740 Human Motor Control and Movement Dysfunction

Description: Human Motor Control and Movement Dysfunction course provides the learner with the foundational content of motor control and learning of humans as it relates to both research and clinical settings. Course content will cover the theoretical framework of how humans are able to control, adapt, coordinate, and learn while interacting with their environment (locomotion). The learner will be prepared to effectively examine and/or treat patients with motor control dysfunction due to aging and disease using evidence-based practices.

Course #4: EHS 745 Theoretical Foundations of Health Behavior

Description: This course will primarily focus on public health and health promotion theories and models used to understand and modify health promoting and risk-associated behaviors in individuals, groups, and populations. Through lectures, readings, discussions, written assignments, and oral presentations students will explore contemporary theories and models of health behavior and examine their use in public health and health promotion research and practice. An overall goal of the course is to have students begin to appreciate the importance of using a theoretical or conceptual framework in programs or interventions designed to positively influence health behaviors. This is an elective course for PhD students in EHS.

Course #5: EHS 772 Cardiovascular Disease Epidemiology and Prevention

Description: EHS 772, Cardiovascular Disease Epidemiology and Prevention, is a graduate level course focused on the epidemiology and public health approaches to prevention of cardiovascular disease (CVD). The course is an introduction to the epidemiology of CVD focusing on the distribution and determinants of CVD and related conditions in the population, and the applications to control of such diseases.

Course #6: EHS 775 Statistical Methods for Epidemiology

Description: Epidemiology is the study of the distribution and determinants of health-related states or events in specified populations and the translation of study results to control health problems at the group level.

Course #7: EHS 783 Neuromuscular Aspects of Exercise in Obesity and Cancer

Description: The main objective of Neuromuscular Aspects of Exercise in Obesity and Cancer course is to provide an in-depth understanding of skeletal muscle structure and function and neural control of muscle contraction. Special emphasis will be focused on the effects of obesity and its relationship with metabolic diseases (e.g., diabetes) and cancer on neural and muscular function and adaptations to exercise training. This course will provide a basis for in-class discussions regarding neuromuscular adaptations to endurance training and resistance training, disuse, sarcopenic obesity, cancer-related muscle loss, and muscle injury.

Course #8: EHS 784 Cardiovascular Aspects of Exercise in Clinical Populations

Description: This is a graduate-level course designed to address specific principles and concepts of cardiovascular physiology as they apply to physical work in clinical populations. Topics covered include cardiac function, blood flow, and vascular function. This course engages in discussion of cardiovascular responses and adaptations to both acute and chronic aerobic and resistance exercise training. In addition, the beneficial effects of exercise on the components of the cardiovascular system and the mechanisms through which regular exercise provides cardioprotection are highlighted. Abnormal cardiovascular response and adaptations to exercise/exercise training in clinical populations will also be discussed when relevant.

Course #9: EHS 786 Exercise Endocrinology and Metabolic Disorders

Description: The main objective of this course is for students to gain a better understanding of the endocrine system, its response to physical exercise and the metabolic disorders associated with endocrine dysfunctions. Chemical messenger systems are essential for tissues to communicate and maintain homeostasis when subjected to environmental stressors. Therefore, Exercise Endocrinology course will provide an in-depth review of 1) the major glands and tissues that secrete chemical messengers (hormones, cytokines), 2) the ability of acute exercise and exercise training to regulate chemical messengers, 3) the physiological consequences of endocrine adaptation to exercise, and 4) clinical disorders associated with endocrine dysfunction and the effects of exercise.

Course #10: EHS 787 Neurovascular Exercise Physiology in Health and Cardiovascular-Related Disease

Description: This course provides the learner with an in-depth understanding of the integration between the nervous and cardiovascular systems with regard to exercise in populations of health and cardiovascular-related disease. Concepts covered include neural control of the heart, kidneys, blood vessels, and skeletal muscle, and the acute and chronic effects of exercise on these areas of neurovascular physiology. These concepts are addressed in non-clinical and clinical populations, including healthy young adults, healthy older adults, and patients with cardiovascular-related disease.

Course #11: Professional Skills & Grant Writing for Exercise Science

Description: This course is to provide students with advanced training in professional skills and grant writing in exercise and health sciences. Students will have the opportunity to learn about different careers in academia, industry, and government, and basic job interview and salary negotiation skills. Students will be exposed to the academic conferences and journals in the field, and will learn how to conduct a job interview, submit a scientific abstract, give a poster or oral presentation, and submit a manuscript. Students will also learn how to write a student grant, and submit a draft grant application.

Motion #2 (Forms in Docusign – 7 APCAs; all supporting documents in this Motions folder)

From: CM

Request to restructure the 7 MBA specializations (Leadership and Organizational Change, Nonprofit Management, Environmental Management and Sustainability, Healthcare Management, Finance, Business Analytics, Information Systems):

Specializations currently requiring four courses will reduce the number of courses from four to three. Required courses and electives for each option will be revamped. The current Environmental Management specialization will change its name to Environmental Management and Sustainability.

Rationale: This proposal will make the number of courses consistent between specializations and make the specializations more attractive to students and relevant.

Motion #3 (Forms in Docusign – 1 APCA, 3 Oneforms; all supporting documents in this Motions folder)

From: CNHS (Nursing)

Request to update Nurse Educator Certificate curriculum requirements from 1 required course and 3 electives to 4 required courses (NUR 607 Evidence-Based Teaching Practices, NUR 608 Nurse Educators in Academic Practice Settings, NUR 609 Nurse Educators in Clinical Practice Settings, and NUR 612 Transition from Nurse Clinician to Clinical Educator).

Rationale: The previous curriculum did not expose students to all the required areas on the certified nurse educator exam. Also, enrollment in the courses as electives may be difficult to fill based on the population and interest of the students, thus leading to courses not being able to run.

Motion #4 (2 Proposals are on Curriculog)

From: CEHD (Leadership in Education)

Requests to make changes to the Higher Education EdD program:

1a) to change HighEd 630 The History of Higher Education in the United States from a required course to an elective

1b) reduce the number of HighEd 899 Dissertation Research credits required from nine to six.

2) instead of 2 electives, EdD students take 1 advanced research methods course and 1 elective.

Rationales:

1a) Each year, a number of students in our new cohorts arrive in our program having already taken a history of higher education class in their master's programs.

1b) Reducing HighEd 899 credits from nine to six will bring these credits in line with our dissertation seminars (reduced in a previous change). The reduction of credits for the EdD degree option from both

these changes (from 60 to 54 credits) will bring the Ed.D. degree option more in line with the credit requirements of other doctoral programs in the field of Higher Education.

2) EdD students would benefit from more familiarity with research methodologies.

Motion #5 (2 Proposals are on Curriculog)

From: CEHD (Leadership in Education)

Requests to make changes to the Higher Education PhD program:

1a) to change HighEd 630 The History of Higher Education in the United States from a required course to an elective

1b) reduce the number of HighEd 899 Dissertation Research credits required from nine to six.

2) instead of two electives, three interdisciplinary cognate courses, and one advanced research methods class, students would take two advanced research methods classes and four electives.

Rationales:

1a) Each year, a number of students in our new cohorts arrive in our program having already taken a history of higher education class in their master's programs.

1b) Reducing HighEd 899 credits from nine to six will bring these credits in line with our dissertation seminars (reduced in a previous change). The reduction of credits for the PhD degree option from both these changes (from 72 to 66 credits) will bring the PhD degree option more in line with the credit requirements of other doctoral programs in the field of Higher Education.

2) PhD students need more training and experience with research methodologies so that they can be better supported in their dissertation research. They would also benefit from more flexibility in terms of the types of elective courses they take.

Motion #6 (Proposal is on Curriculog)

From: CEHD (Curriculum & Instruction)

Request to create a 36-credit non-licensure track in the Middle/Secondary Education MEd program.

Rationale: Middle/Secondary Ed does not have its own non-licensure track, instead referring students not wishing to pursue a license to MEd:LTET which is now defunct except for students transferring in from other programs. The other two programs within the Curriculum and Instruction department, Special Education and Early Childhood, each have their own non-licensure tracks.

Motion #7 (Proposal is on Curriculog)

From: CSM (Computer Science)

Request for a new course CS 666 Biomedical Signal and Image Processing

Description: This course introduces important signal and image processing methods for biomedical diagnostics and research. You will learn hands on how to reconstruct, visualize, and analyze datasets from different modalities such as electrocardiography (ECG), electroencephalography and magnetoencephalography (EEG/MEG), ultrasound (US), Xray, electron and light microscopy (EM/LM), computerized tomography (CT), structural and functional magnetic resonance imaging (MRI/fMRI), as well as single photon emission computed tomography and positron emission tomography (SPECT/PET). Course discussions and assignments include the fundamentals of digital signal processing, filtering and denoising, Fourier transformations, pattern recognition, and state of the art registration and segmentation pipelines. After completion, you will have the skills to work at hospitals, life science institutions, and biotech companies!

Motion #8 (Proposal is on Curriculog)

From: CEHD (Curriculum & Instruction)

Request for a new course EDC G 664 Digital Literacies/Computer Science Methods for students who are pursuing their initial license in digital literacies/computer science.

Description: This course provides an introduction to the theory and practice of teaching Computer Science in middle and secondary classrooms, in particular in ways that take into account the needs and expectations of diverse learners in a multicultural society. As such, a variety of teaching methods will be explored and practiced. The course focuses on participants' on-going inquiry and reflection of field experiences. Participants will connect observed teaching practices, experiences of learners within the major components of the computer science curriculum, and the relationship and impact of the Massachusetts Curriculum Frameworks on best practices. All students must be in a pre-practicum field placement or be a teacher of record.

Motion #9 (Proposal is on Curriculog)

From: CEHD (Curriculum & Instruction)

Request for changes to EDC G 612 Coding for Non-Coders - to change the course description in response to changes made by the MA Department of Elementary and Secondary Education.

Rationale: The course teaches aspects that have become part of a specialist license, specifically, this course addresses coverage items about "writing and debugging algorithms in a structured language (pseudocode)" and creating "a program using an iterative design process to create an artifact or solve a problem." Now these requirements are being explicitly included in the course description. This is done in response to DESE's requests when students apply for additional licenses.

Motion #10 (Proposal is on Curriculog; an additional supporting document is in this Motions folder)

From: CEHD (Curriculum & Instruction)

Request for a change in title, description, and content to EDC G 676 Advanced Strategies for Teaching History, Social Studies, and Ethnic Studies

Rationale: This course was originally created for a grant that has long since expired. With the hiring of a social studies educator, new education-focused programs in the history department, and renewed attention to ethnic studies, this course is being revived and revised to fit these needs.

New Description: This is an advanced course in the theory and practice of teaching social studies, including history, civics and government, geography, economics, and ethnic studies. Students will develop an understanding of social justice-oriented and inquiry-focused curriculum and develop equity-based pedagogies for history and the social sciences. Intended for pre-service or in-service history, social studies or ethnic studies teachers.

Motion #11 (Proposal is on Curriculog)

From: CLA

Request to change the title of the SOCIOL 651 from Methods of Research II to Quantitative Methods and to slightly update the course description.

Rationale: The updated name is a clearer and more accurate description of the course content. For MA students this is their one quantitative methods course. For PhD students, this is the first course in a two-course sequence on quantitative methods (SOCIOL 652 Advanced Quantitative Methods is the second). We also offer a general SOCIOL 650 Research Methods course and SOCIOL 609 Qualitative Methods, so the name change parallels these other course titles.

VII. Report from the Joint Discipline & Grievance Committee (Jacqui Fawcett)

VIII. Motion from Steve Ackerman

Moved: that the UMB administration require Facilities to provide forthwith electronic access to all doors leading to and from the Campus Center garage elevators, specifically the doors associated with access to the single elevator leading to the UL and LL handicapped parking spaces.

IX. Resolution from Marlene Kim

Whereas many students do not complete online teaching evaluations since the change to online evaluations only approximately two years ago, and

Whereas the sample size from these evaluations can be very low and the results skewed on teaching, and

Whereas fewer comments and thus qualitative information are obtained from these results, and

Whereas these evaluations are used not only to help instructors teach better but also in our promotions review, and

Whereas, everyone has an interest in having high response rates and better evaluations, and

Whereas, departments are the units who decide on how to evaluate teaching, and

Whereas, some departments are unhappy with the low response rates and low qualitative outcomes and want to go back to in-class evaluations or otherwise increase response rates, and

Whereas the university incorrectly reported to Faculty Council on December 6, 2021 that Gradescope could resolve these problems (this software cannot be used for teaching evaluations and does not compute department averages), and

Whereas the solutions the university proposes to increase response rates are not tenable for all faculty in all classes in all departments using the current online software available (some classes don't meet before these evaluations are due in some cases; classes cannot obtain computers for all students in classes, which are necessarily for completing these evaluations; some students do not have smart phones to complete these evaluations), so the problems of low response rates, skewed results, and lower quality assessments continue, and

Whereas the Academic Technology Committee (ATC) recommended that "ALL course evaluations be completed using either Evaluation Kit or Qualtrics—hence no paper evaluations" (ATC power point presentation to faculty council on December 6, 2021), but that these software fail to meet the needs of all faculty and all departments as discussed above, and

Whereas Provost Berger affirmed in Faculty Council on February 7, 2022 that departments choose how to evaluate teaching, including the modality of teaching, so that departments decide whether to use paper or online evaluations and not the administration, but

Whereas departments cannot use paper evaluations today because the university eliminated this possibility and option,

Be it resolved that the Faculty Council affirms departments' ability to decide on how to conduct teaching evaluations, including the modality (such as using paper evaluations), and

Be it further resolved that the ATC be informed of the problems some faculty have been having with the online evaluations so that they are informed that the two solutions they recommended are unsatisfactory for all faculty and departments and should not be the only two recommended, and

Be it further resolved that the university IT department investigate software and other mechanisms that will allow for paper and other in-class evaluations for teaching that resolves the problems above should departments want to use this and that they work with faculty and departments who are reporting these problems so that these problems are indeed resolved; and

Be it finally resolved that the university report back to the Faculty Council on their findings and provide this software by early April 2022 or at another date so that departments who want to use this new software may do so in Spring 2022.

X. New Business