



University of Massachusetts  
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University Governance  
Faculty Council

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Monday, March 7, 2022

1:00-3:00

Zoom Webinar

### Minutes for March 7, 2022

**Members present:** Matthew Bell (CSM); Kui Du (CM); Joel Fish (CSM); Priscilla Gazarian (CNHS); Margaret Hart (CLA) Rafael Jean (CLA); Maria John (CLA); Werner Kunz (CM); Sharon Lamb (CEHD); Lusa Lo (CEHD); Kibibi Mack-Shelton (CLA); Jeffrey Melnick (CLA); Pamela Nadash (MGS); Dimity Peter (CEHD); Neil Reilly (CSM); Heike Schotten (CLA); Eduardo Siqueira (HONORS); Eve Sorum (CLA); Betsy Sweet (CLA); Michael Tlusty (SFE); Phil Troped (CNHS); Kiran Verma (CM); Roberta Wollons (CLA); Kevin Wozniak (CLA); Kai Zou (CNHS)

**Members absent:** Sommer Forrester (CLA)

**Representatives present:** Marlene Kim (Representative to the B of T); Michael Mahan (PSU); Chidimma Ozor Commer (GEO) Steve Striffler (CLA)

**Representatives absent:** Undergraduate Student Government (TBD); Graduate Student Assembly (TBD); CSU (TBD); DCU (TBD)

#### I. Approval of the Agenda

- The Chair noted that there should be a correction made for motion number eight—the motion sponsor(s) should be listed as the Academic Affairs Committee, not Steve Ackerman. The Board of Trustees (BoT) Rep. requested motion nine be updated to account for small changes in the language of the motion. Both changes were accepted.

VOTE: Voice vote.

Amended agenda approved unanimously.

#### II. Motion to approve the February minutes

- The BoT Rep. requested that her comments be corrected regarding the Provost's report about computer replacements and the NTT committee. She also requested that a summary of her report be inserted into the minutes. The Faculty Council Executive Committee encouraged the Rep. to

include such summaries in future reports. There was discussion about best practices of recording and producing minutes moving forward.

### III. Chair's Comments

- The Chair announced that Joel Fish, Margaret Hart, and Neil Reilly will handle the this year's FC elections and Kevin Wozniak will serve as *ex officio* consultant. She expressed her gratitude to them for taking on this work. She also noted that the FC Ex. Com. will be entering into mediation with Chancellor and Provost concerning their Joint Statement. They will provide updates when the process is completed.

### IV. Reports – 10 mins maximum

#### a. Chancellor – Marcelo Suárez-Orozco

- The Chancellor began his remarks by acknowledging the war in Ukraine. They are looking at concrete ways to support the Ukrainian and Russian students as the world moves through this atrocity. The campus will do everything they can to make sure they are able to support their students.
- As the Chair noted, the Chancellor and Provost will engage in a dialogue facilitated by an external mediator to address concerns about recent matters. He will provide further updates on this process moving forward.
- The Chancellor provided an update on COVID-19 and mentioned that they have lifted a number of restrictions in terms of domestic travel and visitor/gathering policies. At the moment, the mask mandate will remain in place. They will provide more information as they consider policies moving forward based on public health guidelines from the CDC and the Commonwealth.
- He provided an update on enrollments and shared that the applications and new admits are up from last year. The growth is largely driven by out-of-state and international applications. Graduate Admissions has updated their systems with CSA and SLATE. For continuing students, Summer 2022 registration opens today and fall 2022 registration opens on April 4<sup>th</sup>. The Chancellor will provide an update for faculty, staff, and students concerning the campus at a Webinar for the campus community. He noted that the Provost will provide an update on the strategic planning at the campus-wide presentation. He also expressed his gratitude to all for helping the campus move forward during such a challenging time.

#### DISCUSSION:

An FC member expressed her desire to keep the mask mandate and hoped the Chancellor would consult the FSU before making any final decisions. She also wanted to include the people of Palestine, Syria, Iraq, Yemen, Somalia, and Iran who are the victims of US war, occupation, and invasion as those whom we also support and stand in solidarity.

#### b. Provost and Vice Chancellor for Academic Affairs – Joseph Berger

- The Provost echoed the Chancellor's statements about the Ukraine, as well as the FC member's comments about all refugees and displaced persons. He also followed up by informing the FC that he looks forward to working alongside the Chancellor to move forward with the FC Ex. Com on shared governance to address recent issues by working with an outside mediator.

- The Provost addressed the recent coverage concerning the work of the mission and vision committee and concerns over the draft of the mission statement. The Provost also provided an update on the Globe editorial published recently on this matter. While he respects the author Jeff Jacoby's opinion, he wished that Jacoby had reached out for fact-checking so he could better inform the public. The Provost reiterated that the mission statement was still a draft and would consider all the complex departments and elements of this campus before moving forward. He wanted to emphasize that there was much that is laudable in the working statement and much feedback that needed to be considered so it can best represent the campus community.
- The Provost noted that he received a letter from Jacqui Fawcett about comprehensively improving the way academic integrity is handled across campus. He looks forward to working with that committee moving forward.
- He explained that it is Open Education Resources week and that course materials are a major cost to students. So, they are investigating how to adopt content that comes to students at a low cost. They are working with a number of offices on campus to look at how better to implement this.

DISCUSSION:

An FC member asked about the Bylaws committee and encouraged the Provost to consider consulting with them regarding those policies.

An FC member asked about the testing center on campus and who is in charge of this. The Provost responded that they are looking at how to structure and restructure it, but to contact Liya Escalera for more information.

c. Vice Chancellor for Administration and Finance – Kathleen Kirleis

- SEE APPENDIX.

DISCUSSION:

An FC member asked about the positive enrollment updates from the Chancellor and how this might impact the budget. The Vice Chancellor responded that they anticipated this having a positive impact and once enrollments are more concrete, they will be able to readjust.

The BoT Rep. explained that it looks like the debt service will continue to increase and the President's Office shows a growth in revenue and fees. She had questions about where that came from and wanted clarity on the projections for UMass Boston concerning whether or not they would have workforce reductions. The Vice Chancellor responded that the debt service number actually looks like it is going down and some of this will depend on Dorchester Bay City and she expects it to remain stable. She also clarified that tuition and fees are separate from the budget. Tuition and fees are set by the Board of Trustees and that they are set to increase at the meeting in April. Fees are approved by the President of the University with the exception of mandatory fees, which require Board approval. The Vice Chancellor responded that cutting staff is only a very last resort. All campuses were required to include this item in the report though they think it is premature to assume this will actually happen.

An FC member asked if UMass Global is making the University system any money. The Vice Chancellor responded that she is not an expert in this and that UMass Global is in their startup phase. At the moment, it is losing money. She couldn't speak to that because all undergraduate UMass campuses are required to operate in a balanced budget.

An FC member asked about the technology fee, what that is and where it goes to. She responded that this is a fee set by the UMass System that students pay. At the moment it is \$400 a year, but would likely go up to \$500. There was further discussion of the difference between technology fees for student and the fees for technology for the University more generally regarding computer replacements.

d. Faculty Representative to the Board of Trustees – Marlene Kim

- SEE APPENDIX.

DISCUSSION:

The Rep. asked for clarification from the Vice Chancellor based on the budget document from the President's Office. The Vice Chancellor informed the FC that they would look into this and get back to them.

e. Representative from the Faculty Staff Union – Steve Striffler

- SEE APPENDIX.

DISCUSSION:

An FC Rep. asked about the 2-2 loads and MOUs. The FSU Rep. responded that this is what they were working on right now. The FC Rep. clarified that they were asking about the mechanism through which this was happening and she was wondering how they were working it out. The FSU Rep responded that this still needs to be worked out.

f. Representative from the Graduate Employee Organization—Chidimma Ozor Commer

- SEE APPENDIX.

**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).

VOTE: Voice vote

Approved unanimously. MOTION CARRIES.

**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.)**

VOTE: Voice vote

Approved unanimously. MOTION CARRIES.

## 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.

DISCUSSION:

A FC Rep. asked about the eleventh course about grant writing and the motivation for it. The motion sponsors spoke to the necessity to have a program like this for doctoral students looking for grants. A FC member asked how frequently they anticipate these courses will be offered since there are so many elective courses. The sponsors responded that it would depend on the graduate student backgrounds each year, but they anticipated offering these every few years.

VOTE: Voice vote

Approved unanimously. MOTION CARRIES.

**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.

VOTE: Voice vote

Approved unanimously. MOTION CARRIES.

**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.

VOTE: Voice vote

Approved unanimously. MOTION CARRIES.

**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.

VOTE: Voice vote on items 4 and 5, taken together.

Approved unanimously. MOTIONS CARRY.

**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.

Motion to take items 6-11 together. Motion seconded.

VOTE: Zoom poll on motions 6-11 from Graduate Studies.

19 IN FAVOR, 0 OPPOSED, 1 ABSTENTION. MOTIONS CARRY.

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

- The motion sponsor gave a report on the status of this committee in relation to how it works with the Provost's Office to process cases of academic integrity. She noted that there was concern for equity amongst all faculty to make sure that all faculty know what "restorative justice" means since only students who appeal qualify for that classification. They would like to have workshops or something similar to clarify this since it can mean different things for different people. They would also like the student code of conduct to be reexamined. They have also had a difficult time getting information from the Provost's Office concerning this issue. They propose to have a campus wide discussion and have the appendix be rewritten after all members had a chance to understand its meaning. The motion sponsor noted that there had been a lack of shared governance between the committee and the Provost and that the requests were unanswered in terms of information regarding grievance cases.

DISCUSSION:

An FC member requested that FC members write to her about this since she was working on the Bylaws. The motion sponsor responded that she didn't think this process had involved the FC very much and that it seemed that only the Provost's Office was involved.

Another FC member asked whether there was any detail about these terms from the Provost. The motion sponsor responded that they hadn't heard anything.

There was some discussion about who holds the position of Associate Vice Provost for Undergraduate Studies. The FC was informed that this person is Lynell Thomas.

**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.

- Motions 8 and 9 were pushed to the April FC meeting.

**X. New Business**

No new business.

**XI. Motion to Adjourn**

Approved unanimously.

Kathleen Kirleis

## Five Year Forecast

Good afternoon, I am here today to speak for a few minutes about the university's five year forecast.

Each year, our campus takes part in a system-wide forecasting effort. If you look in the Merriam-Webster dictionary, a forecast is defined as "a prophecy, estimate or prediction of a future happening or condition. In this case, the University of Massachusetts develops an estimate of five future years' financial activity to plan for the term longer than the period of the annual operating budget. It is not a budget. The five year forecast is then presented to the Board of Trustees, with the most recent forecast having been presented to the BOT Administration and Finance Committee on December 13, 2021.

The COVID-19 pandemic has been a shortfall of revenue. Campuses struggled with having enough revenue to support current operations and new costs associated with keeping their communities safe.

The forecast acknowledges that the FY23 Budget presently being planned will be critical to financial sustainability as campuses return even more activities to campus. Among its observations were that campuses

- Need to continue to adopt and manage the pandemic impacts
- Need time to develop clarity and detail with forecasted plans
  - Notes the FY23 budget as being critical
  - Undergraduate campuses need to achieve a 2% operating margin by FY25
- Forecasted enrollment warrants further review – EY Parthenon has since been engaged to complete such a review

Boston's forecast begins with reporting our campus's actual results for the past five years beginning in FY2017 and this year's \$480M budget. It then forecasts a plan for the next five fiscal years, including the two required goals of bringing the university's budget into structural balance and meeting the Board of Trustees' mandated 2% operating margin requirement by FY25.

This plan will be updated and adjusted as time passes and more information about particular items in the budget become known. Our plan as shown last fall presented a balanced approach to reach its two required goals that included both revenue and expense solutions, as was the case for all campuses. For revenue, it notes some targeted enrollment increases that were developed in close consultation with Enrollment Management and Graduate Studies. For expenses, it differentiates between personnel and nonpersonnel solutions. It also notes that the campus does not intend to have any new planned borrowing as it assumes the successful closure of the Dorchester Bay City project will be able to provide the necessary funds to fund the remaining campus contribution for SDQD and reduce its overall level of debt service.

As time progresses, the assumptions in this forecast are updated in the annual budget process and subsequent forecasts. For example, we have been informed since the forecast was completed that we will be receiving approximately \$8M of one-time ARPA revenue in FY23 to continue to replace revenue as the university comes out of the pandemic. This will allow us to decrease the amount of potential expense reductions that would be needed to balance next year's budget had we not received such funding.

Finally, I would like to extend my thanks to all who were involved with the creation of the five year forecast and who are presently working on the FY23 budget as well as the activities based budgeting model. These efforts have both increased transparency about the university's finances as well as helped us chart a path as we move forward out of the COVID-19 pandemic.

## **Board of Trustees report and discussion March 2022 by Marlene Kim, Faculty Representative to the Board of Trustees**

Marlene Kim summarized the main points from her presentation in February, since there were so many slides, some FC members wanted this summary, some FC members were asking about these issues, and the Vice Chancellor for Administration and Finance was absent from the FC meeting in February and she wanted to ask her about much of the following:

Marlene Kim, faculty representative to the Board of Trustees reported on the A and F meeting on December 13, 2021, and the Board of Trustees meeting on December 15, 2021, which approved funding for various projects (see her powerpoint slides in the appendix from the February 2022 FC meeting). She also reported on the Five Year plan, which was presented at the December 13, 2021 Board of Trustees meeting. Highlights from this presentation includes:

1. UMass Global will run a deficit until FY2025.
2. Debt service burdens at UMB will continue to rise.
3. UMB will recover by FY25 to include a 2% margin by raising more money, targeted enrollment increases, **workforce reductions**, and continued non-personnel savings (see slide 20, emphasis added).
  - a. The above include faculty and staff reductions of 1910 (she assumes FTEs). (See slide 21)
  - b. These projections show a decline of unrestricted faculty and staff in FY23—which is next year. (See slide 22)
  - c. These will result in an increase of the student/faculty ratio from 14.9 to 16.2 by FY 2025. (See slide 23)
4. The President's Office's budget, in contrast, show growth in staff positions. (See slide 26) And oddly, it indicates an increase in net tuition and fees. (See slide 25)

She discussed the passage of procurement and travel policies and that much of the policies and procedures we have at UMB come from the BoT policies. She showed the federal stimulus money UMB received compared to other UMass campuses, and asked about the University Travel Program, which is recommended that we use for our travel. She further asked Kathleen Kirleis about the debt ratio increasing at UMass Boston, the workforce reductions that are predicted at UMB, beginning next year, and the UMass President's office receiving tuition and fees and their increased workforce. Kathleen Kirleis said that the amount of debt is declining, and she would give further information about the debt, but that what the BoT rep presented is a ratio and not the amount for the debt, which is declining. She said that the university needs to come within budget and will increase revenues and reduce costs; workforce reductions are the last resort and are not anticipated especially given the influx of new federal COVID money to the university. She would inquire about the President's office's net tuition and fees and what these comprise of and that their workforce is expanding because they are performing more work, such as procurement.

FSU Report to the Faculty Council – 3/7/22

Quick note -- The FSU has communicated to the Admin the strong preference coming from many members and the union for continuing the mask mandate through the semester.

Just two things from the FSU...The first is a quick update on the contract that the FSU and Admin arrived at. The MOU – the cliff notes of the contract -- went forward to the System and UMB was included in the supplemental budget that the legislature now needs to act on. I'm not sure anyone wants to put money on precise dates, but we could see a bonus/raise before the semester is over.

Finalizing the actual contract itself – the fun task of putting everything we agreed to into contract language – is ongoing. The FSU started the process and sent a version at the end of January to the Admin. We hope to get a response soon. There are, perhaps inevitably, some things that need to be clarified that weren't sorted out or anticipated during bargaining. For example, we agreed to a Research Intensive Semester for junior faculty. Super. But what does the agreement mean for those already here and hired under different arrangements? For those who have not yet taken their RIS, but have some existing agreement in their hire letters to pay back courses when they do take it, the FSU thinks the answer is obvious. They will now be under the new system where the RIS is a benefit, not something that has to be earned through teaching more, and no courses are owed. The trickier part is for those who might still owe courses for RIS they took (probably) in the last year. Do they still owe these courses...now that the new agreement is in place? The FSU position is No. There are a series of other what we might call timing issues with respect how/when new agreements are implemented that have to be hammered out....and we will keep you posted.

Second, as I think folks know, the FSU issued a statement on the Joint Letter from the Chancellor and Provost and I'm going to resist the urge to say more about that in any specific way in the hope that the mediation process bears fruit – though the FSU welcomes a response to our letter from the Chancellor or Provost...and are open to dialogue. I will say something more general, however, and start with an analogy....hopefully not too annoying of one. As I assume everyone knows, President Biden announced some time ago that he would nominate an African American woman for the Supreme Court and he did. Prior to making his nomination, there was – as you might predict – a lot of maneuvering from various different groups....pushing one potential nominee over another. The labor movement, to the extent there is one, actively campaigned against one potential nominee who had worked for a union busting law firm. Labor contacted Democratic Congresspeople and urged them to push Biden away from this particular nominee and towards others, pointing out that Biden had promised to be the most union friendly President in US history – an admittedly low bar. And, more to the point, there are many African American women who are qualified to be a Supreme Court justice...so why appoint one with a track record in busting unions.

The response that labor frequently heard from Democratic Congresspeople was something like....oohh....nooo....we can't do that because it might make the President uncomfortable...and we don't want to do that because he is under so much pressure.

Labor's response to this nonsense, as it was told to me, was uncharacteristically spot on. With all due respect Congressperson, it's not your job to make the most powerful person in the world comfortable;



it's your job, at times and respectfully, to make him uncomfortable and it is his job to put himself in situations where he is listening to allies who will make him uncomfortable...in healthy, productive, ways.

With that analogy out of the way, I would just like to applaud the FC for taking up its responsibility – at times and respectfully – of making the two most powerful and highly paid people on this campus uncomfortable. This isn't fun or easy....and most of the time, fortunately, we as faculty and the Chancellor and Provost as our top administrators can work together on things, frequently with minimal friction – and it's worth remembering that. There are a lot of places where we get along. But, it is – at times and respectfully --- absolutely the responsibility of the FC, the FSU, College Senates....etc. to make our Administrators uncomfortable by questioning their decisions, their processes, their commitment to shared governance...to making sure rhetoric lives up to practice, etc. I hope this latest conflict does not impede that important role of faculty governance– especially at the precise moment when NTT faculty finally begin to sit on the FC.

More than that it is the responsibility of the Chancellor and Provost to put themselves in...even seek out situations and people who will make them periodically uncomfortable....and do so with principle and passion but also with a bit of grace and the thick skin of someone who is getting paid the big bucks to navigate a messy terrain.

The FC is a key place where this productive discomfort happens, but it cannot be the only one and I hope the lessons from this mediation will extend beyond the FC and our top two Administrators – because the health of shared governance has implications beyond the FC. I'll quickly finish by mentioning 3 spaces where this productive discomfort – sites that hold Administration accountable while giving them a sense of the pulse of the faculty -- has happened in the past and needs in my opinion to be recultivated or resurrected.

The Town Halls as we knew them seem to be gone. If you remember, when the previous Administration held town halls, the first half or so was the Administration providing necessary information. The second half was Chancellor Newman answering off-the-cuff impromptu questions faculty and staff brought forward. These were, at their core, uncomfortable meetings that, at the very least, forced the Chancellor to recognize that a lot of people were not happy with a lot of things...and put it on her, fairly or unfairly. The Town Halls are now far too orchestrated. We need to make them less comfortable.

The FSU also used to meet monthly with the Chancellor. We tried to schedule them again this academic year, but the Admin didn't provide dates...and to be perfectly honest I didn't push for them – so that's partially on me; but when we did meet in the past the people around the Chancellor had limited the agenda so much it seemed sort of pointless. We might consider starting these meetings back up with open agendas and dialogue – to bring back a bit of productive discomfort and add one more space where the Chancellor can better understand where faculty and librarians are at.

Finally, when the unions came together in protest in December with about 200 people at the Chancellor's office because they were fed up with the state of labor relations on campus and wanted the Chancellor to be informed, if not intervene....we were told a meeting would be scheduled with all the unions. We followed up, asking for a 90-minute meeting....and just learned about a week ago that we would be given a 45 minute meeting during Spring break. That's fine...we can roll with it. I imagine it has taken this long to get a meeting because the Chancellor is really busy....but when the campus unions representing virtually all the employees at UMass Boston, as well as the grad students, request a serious

meeting in December and then get only 45 minutes in March....it not only says something about the importance given to labor relations but also reflects a tendency by our Admin to avoid conversations that are uncomfortable -- the necessary conversation for moving forward in all sort of ways that will make this university better for faculty, staff, and students.... Good luck with the mediation.

## GEO March Report

I want to start by acknowledging what is happening in Ukraine and especially want to elucidate what is happening to Africans in Ukraine, especially fellow graduate students there who are attempting to leave the country and who have been barred from such efforts. I do hope that ALL people in Ukraine are provided the support, resources, and wraparound services that any of us would want and need if we were in that same conflict zone.

The University is pushing us to accept the same percentage-wise compromises, without acknowledging the actual value of those percentages on the grad student salary. For example, the 2.5% increase they proposed is less than \$500, which is still not enough to bring us up to \$19,000 for an academic year OR out of poverty no matter how we calculate the numbers. Moreover, this doesn't even cover insurance increases which have gone up out of pocket \$900 over the last two years and show no signs of slowing down. Just a few minutes ago we heard that the technology fee may be increasing from \$400 to \$500.

We appreciate the continued support. And we are in this for the long haul. Whether graduate employees or our members agree with us politically, ideologically, or not, we will continue to sit at the bargaining table to fight for fair wages for graduate employees.

One thing that might be helpful is a conversation with a neutral third-party mediator like the one that will be facilitating the conversation between the Faculty Council Executive Committee and the Chancellor and Provost.

None of this is in alignment with UMB's expressed aspirations of being an anti-racist and health promoting institution, whether members of the UMB community believe that to be indoctrination or not. The fact remains that if UMB is to be an anti-racist, health promoting university embracing and celebrating diversity, equity, and inclusion especially for the most marginalized amongst us, increasing our salary and benefits to not only be commensurate with our substantive role within the University and the work we contribute, but also with our peers at other institutions in the greater Boston area.

Faculty Council Meeting  
Report by Professional Staff Union Representative  
Michael M. Mahan  
March 7, 2022

- Update on Collective Bargaining

**Update on Collective Bargaining**

The PSU is pleased to announce that we have settled our Unit A contract. We are hopeful that both the union and administration now focus more time and attention on addressing issues particular to our campus, including finalizing a first contract for the newly unionized coaches, updating the PSU pay scales and addressing the ventilation and Health & Safety on campus.