



Faculty Council
https://www.umb.edu/faculty_staff/faculty_council
Monday, November 6, 2023, 1:00-3:00 PM
Chancellor's Conference Room
3rd floor, Quinn Administration Building

Agenda

I. Approval of the Agenda

II. Motion to Approve the 10/02/2023 Minutes

III. Motions from the General Education Committee ((Neal Bruss, Associate Professor of English & the Chair of the General Education Committee)

Motion 1: That History 331, Colliding Cultures: America in the 1920's, be approved as satisfying the Humanities Distribution requirement.

WISER Course Description: This course examines the decade of the 1920s in America, a period of enormous complexity. It includes such topics as the vibrancy of the arts and popular culture, the rise of mass media (radio and film), consequences of Prohibition, the new youth culture, conservative religious and social backlash, anti-immigration legislation, and the economic booms and busts that lead to the Great Depression. We focus on the great migration of southern Black people to northern cities giving rise to the Harlem Renaissance, and on the deep cultural clashes in religion, ethnic identity, and political ideologies that animated the Scopes trial.

General Education Capabilities: Verbal Reasoning (Critical Thinking) and Effective Communication.

Motion 2: That Philosophy 150, Critical Thinking, be approved as satisfying the Humanities Distribution requirement.

WISER Course Description: This course is an introduction to argumentation and reasoning. It focuses on the kinds of arguments and reasoning one is likely to encounter in public and social debate, scientific and legal settings, as well as in the media. The primary objective of this course is to improve student ability to critically evaluate the arguments of others as well as to construct persuasive arguments of their own. Furthermore, students should leave the course with critical thinking tools that can be applied in nearly every area of study. To this end, the course will explore different forms of arguments, e.g., deductive and inductive arguments, the role of language in arguments and reasoning, numerical and probabilistic reasoning, cognitive and perceptual biases, the scientific method, and social aspects of critical thinking.

General Education Capabilities: Verbal Reasoning (Critical Thinking) and Effective Communication.

Motion 3: That History 331, History 331 Liberty, Equality, Fraternity? A History of Modern France, be approved be approved as satisfying the International Diversity requirement.

WISER Course Description: Far from being a straightforward national history of modern France, this course uses many lenses of Diversity, especially class and religion, to question the validity of the nation's motto (Liberty, Equality, Fraternity) for the people who live in France, as well as to understand the complexities of national identity. France has been especially impactful in shaping ideas about citizenship and national belonging, largely due to its revolutionary history and reputation as a center of intellectual, enlightened thought. Does the nation live up to its promise? We will look at major historical moments, like the Enlightenment, French Revolution, Paris Commune, Dreyfus Affair, World Wars, and decolonization to try to answer that question, noting how the promise of equality for all people within the country has often depended on categories of identity, including class, race, gender, sexuality, and religion.

Motion 4: That History 378, Colliding Cultures: America in the 1920's, be approved as satisfying the U. S. Diversity requirement.

WISER Course Description: This course examines the decade of the 1920s in America, a period of enormous complexity. It includes such topics as the vibrancy of the arts and popular culture, the rise of mass media (radio and film), consequences of Prohibition, the new youth culture, conservative religious and social backlash, anti-immigration legislation, and the economic booms and busts that lead to the Great Depression. We focus on the great migration of southern Black people to northern cities giving rise to the Harlem Renaissance, and on the deep cultural clashes in religion, ethnic identity, and political ideologies that animated the Scopes trial.

IV. Motions from the Graduate Studies Committee (Andre Maharaj, Director of the Graduate Certificate Program in Applied Behavior Analysis for Special Populations & the Chair of the Graduate Studies Committee)

Motion #1 (All materials available for review on Curriculog) **From: CM**

Request to change the title of BUSADM 721 from Quantitative Financial Analysis II to Quantitative Financial Analysis, change the description, and drop the pre-requisite of BUSADM 720.

Old description: The emphasis in this course is to capture the dynamics of the economic system at an aggregate level. It covers mathematical tools and econometrics techniques required to analyze and forecast the dynamics of important economy-wide measurements such as long-run growth, inflation, unemployment, balance of trade and exchange rates. The underlying emphasis is also to understand how these macro level variables affect business decision-making and relate to financial markets.

New description: The objective of this course is to provide foundations of Financial Economics at the micro and macro levels. It covers constrained optimization techniques, expected utility theory, firm decisions, and investment under uncertainty, which are used to derive individual behaviors in capital markets. It introduces economic growth and general equilibrium which help students understand how the macroeconomic dynamic is driven by aggregated individual behaviors. It also covers agency frictions, such as limited commitment and moral hazard, and their implications for the financial sector.

Rationale: BUSADM 721 will include the relevant topics that were previously offered in both BUSADM 720 (Quantitative Financial Analysis I) and 721; topics no longer considered relevant to the program will be dropped. BUSADM 720 will be terminated and the title of BUSADM 721 will become just Quantitative Financial Analysis. BUSADM 720 will no longer be a pre-requisite for BUSADM 721.

Motion #2 (All materials available for review on Curriculog) **From: CM**

Request for a new course BUSADM 724 Natural Language Processing and Machine Learning in Finance.
Course description: The course is designed to introduce students to natural language processing and machine learning methods used in finance research. It covers the most common methods and the current finance literature that uses these methods.

Rationale: This course has been offered twice as a Special Topics course. It introduces new methods in natural language processing and machine learning that have gained unprecedented popularity in the industry as well as finance research. This course aims to prepare Ph.D. students by enabling them to understand and apply state-of-the-art methods in dealing with big data.

Motion #3 (All materials available for review in Curriculog) **From: CLA**

Request for changes to the American Studies MA - to reduce the number of core courses from six to one; decrease required number of American Studies courses from 8 to 5, including the 2-course capstone sequence (this increases electives students may take in other programs from 3 to 5). This increases the overall number of electives from three to seven, and a course is added to the final project. The total number of credits (30) remains the same.

Rationale: The proposed changes provide students increased freedom in selecting courses within and outside the American Studies curriculum, while continuing to emphasize the intellectual priorities of the field and the department. They respond to concerns about the shape of the program in relation to the intellectual shifts within the field of American Studies. For example, when this program was founded, there was a stronger emphasis upon history (students have been required to take 6 credits in historical subjects). While this still exists, the move to foregrounding cultural studies from a broader perspective (informed by, for example, queer and feminist theory, critical race studies, etc.) has made the over-emphasis upon historical course requirements within the program somewhat out of sync with the field. With the additional pressure to serve students well with a reduced pool of faculty, the proposed changes also reduce the number of graduate seminars offered each semester within the department.

Motion #4 (All materials available for review in Curriculog) **From: MCNHS**

Request to change the format of the Nursing MS program from face to face to hybrid.

Rationale: With the onset of the COVID-19 pandemic the MS nursing program moved from face to face to hybrid. All MS nursing courses were offered online with the exception of NU 615 Advanced Health Assessment Practicum with an onsite required lab. The program has maintained the hybrid format and is now making the request to have this format officially approved. The hybrid format has been a positive change to the program due to multiple demands on the professional working nurse. Courses have already been constructed for the online format so approval of this would be seamless for the MS nursing program.

Motion #5 (All materials available for review in Curriculog) **From: CEHD**

Request to have each of the core courses in the Urban Education, Leadership, and Policy Studies EdD & PhD have the pre-requisite that students be matriculated students in the program. These are two separate but identical proposals on Curriculog, one for the EdD and one for the PhD.

Rationale: The EDLDRS PhD and EdD utilize a cohort model focused on relationship-building and collaborative approaches. Restricting core classes to cohort members ensures they have access to these classes

and maintains the efficacy of the cohort model. Non-matriculating students and master's students taking the core PhD/EdD courses disrupts the cohort model and students' course sequence if later accepted into the program.

Motion #6 (All materials available for review in Curriculog) **From: CEHD**

Request for changes to the Urban Education, Leadership, and Policy Studies EdD: to reduce the number of credits for the EdD from 65 to 60 by removing 1 elective 3-credit course from the program and reducing the number of EdD dissertation credits from 8 to 6. The program would also like to eliminate EDLDRS 715 Integrative Seminar II (1 credit) and add this credit to EDLDRS 892 Dissertation Seminar II (changing this course from 2 credits to 3) and eliminate EDLDRS 714 Integrative Seminar I (1 credit) and add this credit to EDLDRS 893 Dissertation Seminar III (changing this course from 2 credits to 3).

The content and skills taught in EDLDRS 715 and 714 will be integrated into EDLDRS 720 Teaching, Learning, and Curriculum in Urban Contexts and EDLDRS 730 Historical Roots of Contemporary Urban Schooling. Because EDLDRS 720 is the primary core course that assists students with their comprehensive assessment, information from EDLDRS 714 and 715 (comprehensive assessment intro course) will be worked into EDLDRS 720. EDLDRS 714: Integrative Seminar I – As the first seminar, this course encourages students to begin to reflect on the relationships between their doctoral work and their professional work. It is designed to help students integrate their new theoretical knowledge into their field by considering what their doctoral studies mean to them in their professional lives. EDLDRS 715: Integrative Seminar II - As students begin to prepare for the Comprehensive Assessment, this course helps students to identify an issue of concern that emerges from the urban educational context. Within issues of focus, students identify one problem where they would like to make a contribution through their doctoral work. They utilize assigned readings from courses as well as literature acquired through independent research to demonstrate the importance of investigating their chosen topic. They identify and demonstrate the ways in which at least two theories may be used as lenses for analyzing their chosen topic.

Rationale: These changes will reduce the cost to students and assist with time to completion as well as distinguishing the EdD from the PhD program and bringing it more into line with other EdD programs. Changing the dissertation seminar credits from 2 to 3 will promote equity within faculty teaching credits and make the program of study more aligned with other programs in the department.

Motion #7 (All materials available for review in Curriculog) **From: CEHD**

Request for changes to the Urban Education, Leadership, and Policy Studies PhD: to reduce the number of credits for the PhD from 65 to 63 by reducing the number of PhD dissertation credits from 8 to 6. The program would also like to eliminate EDLDRS 715 Integrative Seminar II (1 credit) and add this credit to EDLDRS 892 Dissertation Seminar (changing this course from 2 credits to 3) and eliminate EDLDRS 714 Integrative Seminar I (1 credit) and add this credit to EDLDRS 893 Dissertation Seminar III (changing this course from 2 credits to 3). The content and skills taught in EDLDRS 715 and 714 will be integrated into EDLDRS 720 Teaching, Learning, and Curriculum in Urban Contexts and EDLDRS 730 Historical Roots of Contemporary Urban Schooling. Because EDLDRS 720 is the primary core course that assists students with their comprehensive assessment, information from EDLDRS 714 and 715 (comprehensive assessment intro course) will be worked into EDLDRS 720. EDLDRS 714: Integrative Seminar I – As the first seminar, this course encourages students to begin to reflect on the relationships between their doctoral work and their professional work. It is designed to help students integrate their new theoretical knowledge into their field by considering what their doctoral studies mean to them in their professional lives. EDLDRS 715: Integrative Seminar II - As students begin to prepare for the Comprehensive Assessment, this course helps students to identify an issue of concern that emerges from the

urban educational context. Within issues of focus, students identify one problem where they would like to make a contribution through their doctoral work. They utilize assigned readings from courses as well as literature acquired through independent research to demonstrate the importance of investigating their chosen topic. They identify and demonstrate the ways in which at least two theories may be used as lenses for analyzing their chosen topic.

Rationale: Most EdD/PhD programs require fewer credit hours to degree completion than our current requirements. Changing the dissertation seminar credits from 2 to 3 will promote equity within faculty teaching credits and make the plan of study more aligned with other programs in the department.

Motion #8 (All materials available for review in Curriculog) **From: CEHD**

Request for a new course ECHD 655 Focus on Preschool Curriculum which will be cross listed with another new course, ECHD 455. There are additional coursework expectations for those taking the course at the graduate level. This course is an elective that can be used in the master's or bachelor's degree programs in early childhood education. The course offers a deep exploration of preschool curriculum and high-quality teaching practices in preschool classrooms.

Description: This online course is designed to prepare students to effectively implement child-centered curriculum in early childhood preschool classrooms. Students will acquire the knowledge, skills, and experiences to implement curriculum and assess children's development using guiding principles and evidence-based instructional practices. Students will develop a child-centered pedagogy to support whole child development by simultaneously addressing social-emotional and academic skills and valuing cultural, linguistic, and developmental diversity. Students will learn to utilize high-quality, developmentally appropriate teaching strategies and will deepen their understanding of curriculum components, quality elements, and scope and sequence of the curriculum through standards-based lesson design and individual coaching sessions.

Rationale: Boston Public School's Universal Pre-K Program is expanding, and this course is required for early educators working in BPS UPK programs. The state, and the early childhood education field more broadly, is adopting more rigorous standards for early childhood curriculum and evidence-based practices that focus on equity and racially and linguistic diversity in early childhood classrooms, schools, and programs. This course fills a gap in the department's early childhood course offerings.

V. Questions & Answers and Open Discussion on the New Computer Lifecycle Policy (Lusa Lo, Professor of Special Education & the Chair of the Academic Technology Committee)

At the Academic Technology Committee (ATC) September meeting, Raymond Lefebvre, Vice Chancellor for Technology & Chief Information Officer, informed our committee members that the Computer Replacement Program no longer exists. The new Computer Lifecycle Policy (attached) has been implemented since July 1, 2023. Based on this policy, faculty no longer automatically receive a new computer every four years. Instead, faculty can request a computer only when their existing one doesn't meet the minimum viable computer specifications (see Computer Lifecycle Policy 2.2). "If [a] computer is damaged beyond repair, and the technicians in our IT Desktop Support team can't fix it, they will recommend [the faculty] request a Computer Replacement" (University of Massachusetts Boston, 2023). If a faculty's request for a computer is approved, they will choose a replacement from the IT's standing inventory of "repurposed", "new old stock", and "new" computers.

When informally surveyed 18 faculty in one department, only three were aware of the new policy. These three faculty knew only because they already had their office computers for four years and thought it was time for them to receive a replacement but were told otherwise. Furthermore, this policy was approved without consulting with the ATC despite this committee being charged with reviewing and recommending policies and procedures regarding academic technology. Many questions and concerns have been raised regarding this new policy including: What is considered as a viable computer? The decision on whether a computer should be replaced solely relies on the desktop team. How knowledgeable is this team? What process do they go through to make such a decision? When computers are out of warranty and parts need to be replaced, who will pay for the parts? After part replacement, if the computer doesn't function as smoothly as it used to but still works, is it a good reason to request a new computer? How current are the computers in the IT's standing inventory? How is this policy responding to the constant changes in technology? ...

VI. A Brief Discussion and a Straw Poll on Three Specific Questions on the Amendment of the By-laws of the UMass Boston Faculty Council (Neal Bruss & Joel Fish, Co-Chairs of the Ad Hoc Committee for the Revision of the Bylaws for the UMass Boston Faculty Council)

- (1) Faculty Council supports the language in the Bylaws Revision Draft (dated June 7, 2023) in Section 9.B.3 which states “Ad Hoc Committees are dissolved either by (a) a Council Vote, or (b) Automatically on the first August 31 that occurs after the date of submission of their final report, unless the Council votes to renew the Committee.”
- (2) Faculty Council supports the language in the Bylaws Revision Draft (dated June 7, 2023) in Section 2.N which states “Seats on the Council designated to represent a specific College may only be elected by eligible faculty of said College; all other seats shall be elected by eligible faculty at-large.” This language allows, for example, tenure-track faculty to vote for non-tenure-track faculty running for at-large seats, and vice versa.
- (3) Faculty Council supports amending the Bylaws so that the slate of nominees for committees is presented and voted on in the spring term, but the nominees are officially seated on September 1 of the next academic year.

VII. Motion on the Implementation of a Proper Math Placement Policy (Joel Fish, Associate Professor of Mathematics & Member of the Executive Committee of the Faculty Council)

Faculty Council recommends that Provost Berger commit to implementing a math placement policy for incoming students which meets the standards set by the Massachusetts Board of Higher Education in the 2019 Common Assessment Policy (document AAC 19-23; approved by the BHE on March 12, 2019). In order to comply with the standards set by the Board of Higher Education, the campus math placement policy should disallow the placement of students via any placement test which is not proctored or which otherwise is not commensurate with the test security and validity standards associated to the ACCUPLACER exam.

Rationale:

A detailed account of the Math Department's efforts to increase validity and security of the math placement exam has been provided in the report titled "Known Obstacles to Student Success in Math at UMass Boston" (attached). This report was distributed to Faculty Council in advance of the October 2023 meeting, and an updated version can be found here: <https://tinyurl.com/5ybrsyu8>. In brief, the current math placement system used at UMass Boston allows students to take the placement exam at home, as many times as they like, with no proctor, and with no safeguards for integrity or security of the assessment. For example, the current system makes no effort to verify the identity of the student, and it makes no effort to prevent students from using books, notes, web searches, or even friends and family to increase their score beyond their actual knowledge level. Widespread evidence collected from our campus and beyond indicates that the current placement system is not accurately placing students into their first math course, and instead it is setting up a large number of students for terminal failure. Given the high cost of tuition -- which is collected regardless of student outcomes -- it is an injustice to our students and the communities we serve to knowingly set them up for failure. Indeed, our current placement policy is undeniably incompatible with an institutional commitment to student success.

Note that as a campus policy issue, there has been widespread desire to increase placement test security and validity. Indeed, support for such a policy has long been expressed by the Math Department, the CSM Senate, all CSM Department Chairs, countless CSM faculty, the previous Provost, the Board of Higher Education, and our accrediting institution: New England Commission of Higher Education. Documentation for this support has been provided in the aforementioned "Known Obstacles..." report. As detailed therein, UMass Boston is currently in violation of Board of Higher Education policy, and it is in violation of NECHE Standard 5.5 (which states in part that "The institution utilizes appropriate methods of evaluation to assess student readiness for collegiate study...") and NECHE Standard 4.44 (which states that "The institution works to prevent cheating and plagiarism as well as to deal forthrightly with any instances in which they occur. It works systematically to ensure an environment supportive of academic integrity."). Should Provost Berger choose to follow the recommendation of this Motion, it would put UMass Boston on a path to compliance with these government policies and accreditation standards, and it would significantly increase student success.

VIII. Updates on the Motions/Resolutions of the Faculty Council

- 1. Criminal and Disciplinary History Disclosures (October 3, 2022)**
- 2. Continuing Development of Africana Studies (November 7, 2022)**
- 3. Academic Reorganization (December 5, 2022)**
- 4. Salary Top-Up Program for Prestigious Fellowships (December 5, 2022)**
- 5. Mental Health, Gun Violence, Police Brutality, and Systemic Racism (March 6, 2023)**
- 6. Departments/Units Control, Edit, and Maintain Their Webpages (September 11, 2023)**

IX. Reports – maximum of 10 minutes

- a. Chancellor – Marcelo Suárez-Orozco
- b. Provost and Vice Chancellor for Academic Affairs – Joseph Berger
- c. Vice Chancellor for Administration & Finance – Kathleen Kirleis
- d. Faculty Representative to the Board of Trustees – Sana Haroon
- e. Representative from the Faculty Staff Union – Caroline Coscia
- f. Representative from the Professional Staff Union – Michael Mahan
- g. Representative from the Classified Staff Union – Alexa MacPherson
- h. Representatives from the Graduate Employee Organization – Chidimma Ozor Commer or Jonathan Vega-Martinez
- i. Representative from the Undergraduate Student Government – Kaushar Barejiya (President) and Kaley Whipkey (Vice President)

j. Representative from the Graduate Student Assembly – Delaney Bowen

X. New Business

XI. Motion to Adjourn