University of Massachusetts Boston
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University Governance
Faculty Council
https://www.umb.edu/faculty_staff/faculty_council
October 7th, 2024

Minutes for Monday, October 7, 2024, 1:00 – 3:00 pm

Members Present: Daniel Gascon (CLA), Larry Kaye (CLA), Harry Konstantinidis (CLA), Abdelkrim Mouhib (CLA), Timothy Oleksiak (CLA), Amy Todd (CLA), Gretchen Umholtz (CLA), Anthony Van DerMeer (CLA), Paul Dyson (CLA), Janna Kellinger (CEHD), Lusa Lo (CEHD), Leon Zurawicki (CM), Lynne Benson (CLA), Lisa Heelan-Fancher (CNHS), Tyler Hull (CM), Jason Rodriquez (CLA), Marlene Kim (CLA), Peter Lert (CSM), Ana Lindsay (CNHS),

Members Absent: Shaman Hatley (CLA), Richard Hunter (CLA), Nelson Lande (CLA), Alex Mueller (CLA), Edward Ginsberg (CSM), Niya Sa (CSM), Jeffrey Stokes (CNHS), Mohsin Habib (CM), Robert Kim (CM), Lorena Estrada-Martinez (SFE), Wenfan Yan (CEHD), Nurul Aman (on leave, CLA), Gonzalo Bacigalupe (on leave, CEHD)

Representatives Present: Caroline Coscia (FSU), Michael Mahan (PSU), Alexa McPherson (CSU), Johni Vega Martinez (GEO), Bene Sele (GSG)

I. Motion to approve the Agenda
- Executive Committee clarifies that **Item III** is had not been submitted in time to be included on the September agenda, thus was discussed as September meeting but not voted upon; will be re-read and voted upon at this (October) meeting, in accordance with Faculty Council By-Laws

Motion Approved – unanimous

II. Motion to Approve the 09/09/2024 Meeting Minutes
- Member questions language of **Item VIII** believing Academic Affairs Committee would simply consider the issue rather than issue a report, Executive Committee clarifies this is a semantic difference and that Committees always report back to the Council on issues they have considered
- Peter Lert (CSM) incorrectly listed as Absent, minutes amended to reflect Present

Motion Approved, as amended – unanimous

III. Reread and vote on motion passed on Sept 9. We discussed the suggestion that undergraduate students be required to secure their instructors' consent before taking that instructor's course pass/fail and the suggestion that the Add/Drop deadline be moved up to 11:59 pm on the fourth class day of the semester.

> Motion [rephrased for clarity]: The Faculty Council Requests that the Academic Affairs Committee prepares a report in response to these suggestions and presents it to Faculty Council.

Motion Approved – 9 in favor, 6 opposed, 1 abstention

IV. Discussion of Standing Committee Membership (see Appendix A); Motion to accept Standing Committee Membership.
- Executive Committee clarifies that Motion is to accept Standing Committee Membership as currently composed, with understanding that (1) not every committee has a member from every College yet, (2) member can still be recruited and/or volunteer for committees, which would be ratified via vote at next Faculty Council meeting, and (3) Executive Committee has authority to assign Faculty Council members to committees to fill vacancies as needed
- Member proposes that (given current number of vacant committee chairs) outgoing committee chairs be asked to identify their replacement and facilitate transition prior to end of their term, in order to minimize future vacancies
   - Executive Committee concurs, and clarifies that responsibility of committee chairs is only to organize committee agendas and report committee findings back to Faculty Council, not to be responsible for all tasks within committee
- Member clarifies that Executive Committee has authority to designate a 'convener' from current committee members, whose responsibility is to convene an initial meeting during which a Committee Chair will be identified
   - Timothy Oleksiak volunteers as role of convener for all committee currently operating without a Chair

Motion Approved – unanimous

V. Open Seats: there are open seats on Faculty Council, including a parliamentarian and a representative to the Board of Trustees. We also need volunteers for the Faculty Council elections committee - these need not be Faculty Council members.
- Membership list on Faculty Council website is now accurately updated
- Every college (except Honors) is missing at least one representative (i.e., Faculty Council *Member* representing that college, not meaning a non-Voting Faculty Council Representative)
- Executive Committee clarifies that Members can be either Tenure-Track or Non-Tenure-Track, as long as they are employed at least half-time (i.e., 0.5 FTE or greater)

- Executive Committee clarifies that until an Election Committee is formed (currently vacant) it is within Executive Committee's authority to appoint and/or accept new Members to Faculty Council; and may seek recommendations from College Senates to do so

VI. Motions from the General Education Distribution Committee (See Appendix B at the end of this document)

Motion Approved – unanimous

VII. Motions from the Graduate Studies Committee (See Appendix C at the end of this document)
- Point of Order: Motion should be presented by Andre Maharaj Andre Maharaj, as Chair of Graduate Studies Committee (originally presented by Mine Ertugrul, Associate Dean of CM, representing CM regarding Motion #1)

Motion Approved – unanimous

VIII. Joint Discipline and Grievance Committee update on reporting academic dishonesty via Maxient
- Postponed to later in agenda, awaiting arrival of Committee Chair to present

IX. Dean's Search Committee updates; process for ensuring the involvement of faculty governance
- Recommendation to Administration that Faculty be involved in process of identifying search committee membership
  - CSM Senate voted to identify 4 members willing to serve on Dean search committee and requests that these candidates be admitted to search committee
  - CLA Senate voted to identify 1 top candidate and 9 alternative members willing to serve on Dean search committee, communicated these selections to Faculty Council Executive Committee
- Executive Committee refers to *BOT Statement of University Governance* (Doc. T73-098) for guidance on binding policies regarding search committee composition
  - Member questions if BOT Statement's language mandating the consultation of the "appropriate governing body" refers to Faculty Council or to individual College Senates
  - Provost Berger clarifies that traditionally Faculty Council has served this role, but has received its recommendations from College Senates in order to do so; further clarifies that search committees are still being formed, and are taking into consideration: balance of disciplines within colleges, balance of

ranks (TT and NTT), inclusion of students (in consultation with USG and GSG), inclusion of staff, and that College Faculty compose majority of committee
- Executive Committee requests that if a candidate recommended by Faculty Council isn't selected by Administration for the Search Committee, that a rationale for their exclusion by provided in Provost's next report to Faculty Council
  - o Provost commits to providing an explanation for the overall composition of the search committee, but not to necessarily comment on decisions regarding individual candidates/members

X. Restarts in Curriculog: Program approved in March has stalled in Curriculog due to restarts (participants added or removed at Provost step). Restarts were not reported back to the initiator. Such delays may negatively impact program development and student recruitment.
- Provost Berger proposes establishing a joint-working group of Faculty and Administration to assess functionality of Curriculog and recommend improvements, particularly regarding need to clarify governance roles between Provost, Registrar, and automatic system functions
  - o Provost informs that State Government updated forms 2 years ago and Curriculog needs to be updated to match, this has caused delays
  - o Member seeks clarification that programs stuck pending Provost's approval in Curriculog for up to 2 years are due to the State forms
  - o Provost advises he is unable to confirm without looking into specific details of that case
- Member comments that Provost Berger was a great champion of CEHD Accelerated Masters Programs (AMP) when he was Dean of CEHD, frustrated to now have those very same programs stuck in limbo at his office in role as Provost
  - o Member questions if there is recourse to communicate directly with Provost's Office regarding these AMP proposals that have been stalled for over 2 years, while awaiting resolution of broader systematic issues with Curriculog processing
  - o Provost advises his team is meeting to discuss this issue on Thursday 10/10 and will revisit the issue afterwards
- Member proposes adding a feature to Curriculog to provide updates on status of submissions, currently no functionality to know if a submission has been rejected or is still pending review
  - o Provost concurs that architecture of Curriculog needs to be improved, defers issue to be addressed upon creation of a joint-working group
- Member proposes that entire process needs increased transparency, comments that in the past programs were able to transition into online modality without approval but under Curriculog this change is forced to go through governance
  - o Provost concurs that process needs to be improved, defers issue to be addressed upon creation of joint-working group

- Member proposes that joint-working group conducts a useability study of Curriculog to assess how it is being used by Faculty and how useful it is to them
- Executive Committee requests that Provost provided updates on this discussion at next Faculty Council meeting

XI. Discussion of previously circulated reports

Full reports available: 5. Administrators' Reports

a) **Chancellor – Marcelo Suárez-Orozco** – Convocation Keynote Seminar addressed AI career opportunities for students, signing ceremony at the Boston Foundation established the "Future Beacons Joint Admissions Program" between UMB and Bunker Hill Community College, Campus Update meeting on Thursday 10/10

b) **Provost and Vice Chancellor for Academic Affairs – Joseph Berger** – implementing Early Alert system to identify students who need support in time to help them succeed, Spring course registration opens November 5th, LMS transition from BlackBoard to Canvas is underway, NETCHI 10-year institutional review in March
   - Member questions progress of establishing high school partnerships to provide college credits, akin to Dartmouth and Lowell; Provost advises UMB currently has such partnerships with 3 Boston high schools and is in process of expanding to 2 more
   - Member questions status of report from external consultant's investigation into diversity on campus (conducted under previous interim Chancellor Katherine Newman) whose findings were never released; Provost advises that report didn't fall under the purview of his role as Provost and was before his tenure as Provost, but believe it was released and will look into it; Provost further comments that Administration has taken separate steps to address diversity issues on campus, such as establishing role of Vice Chancellor for Inclusive Excellence & Belonging
   - Member questions if there is a consolidated calendar off all campus events; Provost advises the Events tab of the UMB website serves this function

c) **Vice Chancellor for Administration & Finance – Kathleen Kirleis** – Lunch and Learn on 10/16 regarding University Capital Investment Projects, walkways between Clark Athletic Center and Quinn Building is now open and allows for direct passage between West Garage and Campus Quad, University Dining Club survey received 750 responses and proposals are now being formed based on responses
   - Member questions what is Sodexo's role in decision making regarding the UDC; Vice Chancellor clarifies that Sodexo will simply be implementing whatever decision is made

VIII. Joint Discipline and Grievance Committee update on reporting academic dishonesty via Maxient

- *Revisited from earlier in Agenda*
- Presentation materials available: 4. Faculty Council Standing Committee Reports

- Member questions who will have access to the Maxient forms/data; Provost advises that external vendor provides the service but the data remains UMB's
- Member questions what to do if unsure if a situation warrants formally reporting via Maxient; Committee advises initiating the letter via Maxient is part of the investigation process and doesn't create any binding responsibility to officially report an infraction
- Member questions who has the legal liability for having an initiated an academic integrity case, in the event that a student files a law suit; Provost advises UMB would be liable and case would be handled by Office of General Counsel, faculty using the system are not individually liable
- Committee clarifies that new system is an improvement over old form letters because it automates process, clearly lays out all necessary information (student's rights, deadlines, next steps, etc.), and notifies appropriate parties

XI. Continued: Discussion of previously circulated reports
Full reports available: 6. Reports from Representatives to Faculty Council

d. **Faculty Representative to the Board of Trustees – Vacant**
e. **Representative from the Faculty Staff Union – Caroline Coscia** – Fall Annual Fathering on 10/9, Cookies & Coffee in UDC on regular basis
f. **Representative from the Professional Staff Union – Michael Mahan** – no verbal comments; official report in folder
g. **Representative from the Classified Staff Union – Alexa McPherson** – not enough time left to share verbal comments; CSU Report will be moved to top of agenda for November meeting
h. **Representative from the Graduate Employee Organization – Jonathan Vega-Martinez** – feels Management has been disingenuous in their commitment to Interest-Based Bargaining and intentionally stonewalling the bargaining process; GEO is hopeful that the Interest-Based approach can be salvaged but not with a partner across the table that remains recalcitrant
i. **Representatives from the Undergraduate Student Government – Julia Olszewski, Vice President** – no verbal comments, no written report
j. **Representatives from the Graduate Student Government – Vacant**

XII. New Business
No discussion

XIII. Motion to Adjourn
Motion Approved – unanimous

Appendix B: The General Education Committee and its Distribution Subcommittee offer two motions for the October 7 Faculty Council agenda. The proposals may be found in Curriculog.

Motion 1: That English 111E, Language, Writing, and Cultural Exchange, be approved as satisfying the World Cultures distribution requirement.

Course Description: English 111E is designed for students who were educated outside of U.S. school systems or have completed partial K-12 schooling in the United States and who are learning English as an additional language. In this course, multilingual students build a foundation of university academic writing, language learning, and culture-oriented literacies to successfully integrate in their new community. ENGL 111E offers a balanced developmental approach that highlights the synergies among language proficiency, writing knowledge, and intercultural competency. The course focuses on study topics like meanings of culture, relationships between language and culture, identity, politics, language and power, economic behavior, adaptation to new environments, etc. In working with these topics, students reflect upon challenges arising from ethnocentrism and develop reflective awareness about the value of ethnorelativism. In addition to two major writing projects, students complete periodic reflective journals and/or video blogs through which they further explore course topics and campus resources, engage in the writing process, and practice oral presentation skills.

General Education Capabilities (two are required): Verbal Reasoning (Critical Thinking), Critical Reading and Analysis, and Collaborative Work.

Motion 2: That Gerontology 170, Sexuality and Aging, be approved as satisfying the Social and Behavioral Science distribution requirement.

Course Description: This course will instruct students in the embodied experience of the aging population, with a particular focus on sex and sexuality throughout the years of mid and later life. This will include fostering understanding of adults' changing sexual desires, needs, and activities throughout the lifespan, as well as recent trends among newer cohorts of aging adults as pertains to marriage, divorce, and late life romantic relationships. There will also be focus on the unique experiences of sexual minority older adults (e.g., LGBTQ+) and the diverse experiences of sexual majority and minority older adults in an international and global setting.

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

Appendix C: GSC Motions for October 2024 FC Meeting. All materials available for review on Curriculog

Motion #1 From: CM

Request for program changes: to turn MBA Specializations into optional Tracks and transition students to the Tracks before removing Specializations from the catalog. The optional MBA tracks will be created in two batches, starting with the most highly enrolled specializations. The first batch of 5 proposals are: MBA Accounting Track, MBA Business Analytics Track, MBA Digital Marketing Track, MBA Finance Track, and MBA Leadership and Organizational Change Track. Students will choose 3 courses from a list specific to their Track, similarly to the Specializations.

Rationale: Doing this within the Curriculog system will correct the MBA specialization criteria as they are currently reflected in the catalog, ensure they have degree audits for them within the Registrar's systems, and allow the collection of accurate enrollment, retention, and graduation data for them. In addition, the tracks will appear on student transcripts.

Motion #2 From: CEHD

Request for a new course, CSP 781 Internal Practicum in Counseling Psychology, to provide the structure for first-year Counseling and School Psychology PhD students who are completing an internal practicum in the UMB Counseling Center, allowing the department to have direct onsite observation and assessment of the students' clinical skills and abilities. The students will have all completed an applied Master's program and are bringing clinical experience. Students will receive weekly individual and group supervision through the course and will provide approximately 10-12 hours of clinical services per week. The course will be 6 credits per semester and students will complete a minimum of 100 hours of experience per semester. The course will be taken twice for a total of 12 credits and at least 200 hours of experience as part of the updated curriculum for the Counseling and School Psychology (PhD) - Counseling Psychology Track, currently in governance.

Description: Counseling psychology doctoral training includes systematic, intensive supervised experiences in the application of psychological principles and skills to human problems. Practica are intended to provide the psychologist-in-training experiences with a diversity of client populations and prepare the learner for the predoctoral internship. This practicum is intended to prepare students for clinical training in the UMass Boston Counseling Center and includes weekly supervision and training. This supervision experience will include exploration of theoretical perspectives, a scientific approach to clinical work, treatment planning, cultural responsiveness to diverse clinical populations, and case conceptualization. Students will also explore their own experiences working with clients and the therapy process. It is a core class and required by the program.

Motion #3 - From: MGS

Request for a new course CONRES 640 Third Party Interventions in Conflict. This is a new seminar to fill a curricular need for a broad survey course on different approaches to intervening in conflict as a third party 'neutral'.

Description: A range of interventions can be used to try to de-escalate, manage, and resolve conflict, and to try to heal relationships and address structural problems that make ongoing conflict more destructive. In addition to individual/internal strategies like meditation and direct bilateral strategies like negotiation, many of the approaches in the conflict resolution field involve skilled third parties assisting those in conflict. This class surveys a range of third-party interventions, from arbitration and ombuds work to mediation, dialogue, and circle processes, among others. It explores the underlying logic and theories of change beneath the various third-party interventions as well as foundational questions of neutrality and positionality, and develops cross-cutting skills like conflict analysis, effective communication, and evaluation. It introduces how various interventions work in practice, and offers opportunities to explore cases, hear directly from practitioners, and practice through applied exercises in order to expose students to the strengths and drawbacks of different interventions for various contexts and types of conflict.

Rationale: This course has been offered twice as a Special Topics course. Both times, it has been one of the highest-enrolled courses offered in the conflict resolution program during that respective semester and there are multiple faculty who are interested in and qualified to teach it. This course provides a mapping of many of the fields of practice that graduates of the program enter.

Motion #4 - From: MGS

Request for a new course CONRES 641 Nonviolent Action. Given interest from students in the context of national protests for racial equality, against violent conflict abroad, and against patriarchy, and given faculty identification of this topic as a key gap in the curriculum, this course is an important contribution to the department's offerings, and one that can be offered regularly since it aligns with the expertise and teaching interests of multiple department faculty. This course has been offered twice as a Special Topics course.

Description: Nonviolent action, also known as civil resistance, refers to conflict waged by nonviolent means. It requires collective action, it is strategic and oriented toward a shared goal, it involves contentious action outside of normal institutional channels, and those practicing it refrain from using violence. Given the power asymmetries in many societies, other conflict resolution and dialogue tools may prove insufficient if one party benefits from the status quo and does not perceive an incentive to negotiate. In these cases, nonviolent action can be a way of using 'People Power' to change power dynamics and the opponent's perception of how costly it is to refuse to negotiate. This course will introduce the foundational concepts and theories of nonviolent action, explore the research on its effectiveness, study cases from the United States and around the world of how it has worked even in very challenging or repressive contexts, and introduce tools to analyze and plan a campaign relying on nonviolent action to address an injustice or threat.

Motion #5 - From: SGISD

Request for five new courses: VISN 670 Overview of Deafblindness, Including Psychosocial and Multicultural Perspectives; VISN 671 Communication for Deafblind Learners, Including Personalized Literacy; VISN 672 Application of Assessment Findings Using High Quality Practices; VISN 673 High-Quality Instructional Practices for Learners with Deafblindness; VISN 674 Assistive Technology for People who are Deafblind: Barriers and Solutions. These 5 courses will make up the proposed new Deafblind Graduate Certificate, currently in governance, which responds to the needs of the community to prepare teachers with expertise in deafblindness. This graduate certificate will be the 3rd program in North America. These courses will also serve as needed electives in the department. VISN 670 is being offered as a Special Topics course in Fall 2024.

Descriptions:
VISN 670 Overview of Deafblindness, Including Psychosocial and Multicultural Perspectives - This course will provide an overview of deafblindness as a unique disability, encompassing learners with a wide range of visual and hearing impairments. Topics will include the range of sensory and learning differences among deafblind learners, the importance of building trusting relationships, touch as a critical component of learning, and the need for collaborative educational teams, and consideration of the array of psychosocial, cultural, and family perspectives.

VISN 671 Communication for Deafblind Learners, Including Personalized Literacy - This course focuses on receptive and expressive communication with an emphasis on the forms and functions of each. Information about the various ways Deafblind Learners communicate, along with how to teach communication skills, will be highlighted. Content will address personalized literacy and cultural-sustaining practices including the following:
Consistent approach using turn-exchanges for starting, maintaining, and ending interactions.
Affirmation of a student's initiative or response.
Indicators of a student's processing time.
Matching observations of a student with strategies to share emotions with him or her.
The range of equipment used to provide communication access and the factors that influence the choice to use or not use specific equipment.

VISN 672 Application of Assessment Findings Using High Quality Practices - The course centers on information and opportunities to practice skills associated with gathering assessment information, identifying biases, determining learning targets, and designing instruction for learners with Deafblindness. Emphasis will be given to assessing sensory abilities, concept development, literacy, communication, mobility, social-emotional, academic, and life skills.

VISN 673 High-Quality Instructional Practices for Learners with Deafblindness - This course will examine the current research around High-Quality Instructional Practices for deafblind learners, including how those practices are implemented within and across settings. Topics will include strategies for establishing joint attention, the use of touch cues as well as the role of collaboration in planning, evaluation, and monitoring of student success and challenges.

VISN 674 Assistive Technology for People who are Deafblind: Barriers and Solutions - This course will explore the role Assistive Technology (AT) plays in the lives of children with combined sensory disabilities with or without additional disabilities. The primary objective of this course will be to learn what constitutes best practices in assistive technology assessment and implementation, including collaboration with other professionals. Rather than learning how to use individual technologies, we will survey various technologies that may benefit students who are Deafblind. We will also discuss what the law has to say about assistive technology. The content of this course will include readings, instructor and guest presentations, group discussions, quizzes and exams, field experiences, and assignments.