



Faculty Council
https://www.umb.edu/faculty_staff/faculty_council
Monday, September 11, 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 05/01/2023 Minutes

III. Welcome and Congratulations

On behalf of our faculty, we wish to extend a warm welcome to **Martha Nelson Patrick** as our Inaugural University Ombudsperson, and to Dr. **Hettie Williams** as the Director of the William Monroe Trotter Institute for the Study of Black Culture. We also wish to congratulate Professor **Tracy Baynard** on her appointment as the new Associate Vice Provost for Graduate Education.

Email References:

1. news@umb.edu on June 26, 2023 11:56 AM
2. news@umb.edu on July 25, 2023 9:25 AM
3. University.Community@umb.edu on July 19, 2023 12:46 PM

IV. Discussion on the Budget for the UMass Boston Faculty Council

In AY 2022-23, UMass Boston provided \$2,000 as “overtime pay” for an administrative assistant to perform 40 hours of work a semester for the Faculty Council (\$4,000 for the academic year without any hours over the summer months). As a result, significant work was left unfinished in a timely fashion such as updating the website for the Faculty Council to reflect the new schedule of meetings and the new membership of the Faculty Council and its standing committees. We are happy to report that the Provost has approved our recent request to increase the budget from \$4,000 to \$5,000 a year so that the total number of hours would be increased from 40 to 50 hours per semester (Email reference: From Joseph B Berger, Sent: August 28, 2023 7:18 AM).

Relatedly, a successful mediation process between the administration and the Executive Committee of the Faculty Council in April of 2022 has led to an increase of course load reduction for the Chair of the Faculty Council from one to two courses per year (Email reference: news@umb.edu on May 23, 2022 12:44 PM).

Clearly, much better support is needed for the proactive, effective and stable operation of the Faculty Council, a key governing body of any distinguished academic institution. We have reached out to other UMass campuses to see how they have been supported. Below are the responses from the Faculty Senate of UMass Amherst:

“Yes, we do receive a budget (about \$45K) for Senate activities, which include managing all course and program approvals and academic policies. A significant part of this budget goes to hiring a graduate project assistant. Tech support for meetings is provided by IT; all other technology costs, including our website, are paid using our budget. We do provide food for Councils that meet over lunch (which is also from our budget).”

“The Senate Secretary is technically a year-round administrative position, so it comes with some course buyouts (2) and additional compensation (similar to what a Chair gets) for summer work.”

“Yes, the Senate budget is for general operating costs. Personnel costs are paid elsewhere. We also have one staff person (also not on the operating budget).”

V. Motions from the Graduate Studies Committee (Andre Maharaj, Chair)

Motion #1 (All materials available for review in Curriculog) **From: CLA**

Request for a change in the course description for APLING 698 Practicum/Field Experience to bring it up to date.

Old description: A supervised, on-site experience in the teaching of bilingual education or ESL on an elementary or secondary level, or in a social or educational agency serving limited English proficient students. Students must meet with their academic advisor to discuss available practicum options. Students interested in licensure practicum must meet with the licensure specialist to discuss options.

New description: This course is designed for teacher candidates who are in the process of earning their English as a second language (ESL) license, and should be taken concurrently with the student teaching practicum. It brings together theory and practice of language education and invites teacher candidates to systematically share and reflect on their practicum and interpret it through the lens of current research in applied linguistics and language pedagogy. This seminar also provides an overview of relevant Massachusetts state policies and guidance for working with multilingual learners and has a strong focus on preparing to be an engaged member of the ESL teaching profession and multilingual learner education community.

Motion #2 (All materials available for review in Curriculog) **From: CLA**

Request for program changes to the Applied Sociology MA: 1) remove SOCIOL 600 Foundations from the Applied Sociology MA program. 2) add SOCIOL 609 Qualitative Methods and SOCIOL 607 Contemporary Theory as required courses and reduce the number of electives from 9-15 to 9-12, thus keeping the total credits at 37. 3) eliminate the Master’s thesis and Comprehensive Exam options for the MA capstone requirement and maintain the completion of a Master’s Research paper as part of SOCIOL 694 Master’s Research Seminar.

Rationales: 1) The material covered in SOCIOL 600 is now adequately covered in other courses. 2) Currently, only quantitative methods training (SOCIOL 651) is required. Requiring qualitative methods as well (SOCIOL 609) would enhance student training and better prepare them for diverse job markets. Classical theory is foundational. MA students are going into workplaces and PhD programs that require them to apply contemporary theory to data. By adding to students’ conceptual toolkits, requiring SOCIOL 607 Contemporary Theory increases students’ preparation for various career paths that ask them to explain patterns in data. Reducing the electives by 3 credits brings the program into closer alignment with other MA programs on campus. 3) All students in recent memory completed the SOCIOL 694 capstone option. This option is a concentrated research course (6 credits) where students produce an empirical paper and provides much more structure and support to students in completing their capstone than the master’s thesis. Two faculty members teach the course and students are given a lot of hands-on guidance on the development of their research. The empirical paper they produce is a solid foundation for future Ph.D.-level research or for a career in research. Ph.D. programs look for

high-quality empirical writing samples but not necessarily for these. The Comprehensive Exam option is also a poor fit for students in the Applied MA, which is very much a research-training program.

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

Request for a program change to the Accelerated Master's Program in Education - Initial Licensure in Middle/Secondary Education Track, to allow up to 6 graduate courses to be taken as an undergraduate and count for both degrees instead of the 4 currently allowed. EDC G 648 New Literacies and Emerging Technologies across the Content Areas and EDC G 643 Fostering Equitable and Affirming Classroom Environments would be added to the list of courses that could be taken by undergraduates in the AMP.

Rationale: University policy for Accelerated Master's Programs now allows up to 6 graduate courses to be taken as an undergraduate in an AMP. This program change will align the Accelerated Master's Program in Education - Initial Licensure in Middle/Secondary Education Track with other AMPs.

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

Request to re-activate INSDSG 624 Evaluation in the Instructional Design Process as INSDSG 624 Uncovering and Cultivating Instructional Technologies for K-12 Schools, with a change in subject, course title, and course description.

Rationale: The Department of Elementary and Secondary Education (DESE) approved the new Instructional Technology Specialist Certificate Initial Licensure in July 2022. Out of the seven courses that will be a part of this specialist certificate, which addresses DESE's Subject Matter Knowledge (SMKs) requirements, six are already active offerings in the Instructional Design curriculum. INSDSG 624 Uncovering and Cultivating Instructional Technologies for K-12 Schools was specifically designed to address all of the SMKs in the Computer Technology in Education category as UMass Boston did not have a graduate course in this area that addressed all of those SMKs.

New description: In this course, participants will examine technology as a tool and barrier in the education system. We will focus on the ISTE, International Society for Technology in Education, Standards for Teachers and Students and DESE's Curriculum Framework for Digital Literacy and Computer Science to guide understanding of digital citizenship, computational thinking, and educational technology policies and best practices. We will discuss criteria and practice strategies for effective use of technology in the classroom with the aim of changing the way teachers teach and students learn. Students will explore pedagogical and ethical issues raised by the use of computers in the classroom, such as digital divide and digital equity. Ultimately, this course is designed like a digital playground, where students explore creative ways to facilitate learning across all content areas for K-12.

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

Request for course changes to VISN 621 Orientation and Mobility Assessment and Instructional Strategies: Children and to VISN 622 Orientation and Mobility Assessment - Adult. For VISN 621, to remove the course note "This course requires an additional minimum daytime participation of six to eight hours per week to acquire 80 hours of instructional experience." and reduce the number of credits from 4 to 3. For VISN 622, to reduce the number of credits from 4 to 3.

Rationale: The courses no longer require this fieldwork due to changes in accreditation requirements and alternate options developed during the pandemic. Without the fieldwork, the courses should be only 3 credits.

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

Request for a course change to VISN 628 Orientation and Mobility Praxis Lab, to increase the credits from 1 to 3. This course is an in-person course offered during the summer where students learn all aspects of teaching a

person with visual impairment or blindness to safely travel in all environments. This course occurs midway through the program after all foundation courses.

Rationale: Originally, the Praxis Lab was part of the Methods of Orientation and Mobility, VISN 625 (VISN 620 at the time). The hands-on requirement was coupled with the theoretical learning and was overwhelming for students. The O&M Praxis Lab for 1 credit was later created to offer the practical content during the summer prior to taking the Methods course. That reduced the Methods of O&M, VISN 625, from 4 credits to 3 credits. The O&M Praxis Lab now meets twice a week (about 6.5 hrs. each class) for 11-12 weeks during summer and warrants an increase to 3 credit hours. The amount of content that must be taught has increased dramatically. One example is the increase in electric cars and hybrids that do not make noise when idling and moving in general. For the person who is blind to cross the street independently and safely, other techniques must be taught.

VI. General Education Committee and Subcommittee Membership for AY 2024 (Neal Bruss)

General Education Committee

Serra Acar, CEHD (Early Childhood Education and Care), (2021-24)
Cassandra Alexopoulos, CLA (Communication), (2021-24)
Rachel Drew, Manning School (Exercise and Health Science), (2021-24)
Lynne LeBlanc, CLA (Classics and Religious Studies), (2022-24)
Yijia Eddie Zhao, CM (Accounting and Finance) (2023-24)

Subcommittee Chairs and General Education Officers

Chair, Distribution Subcommittee, pending election
Chair, Diversity Subcommittee, pending election
Chair, Quantitative Reasoning Subcommittee, pending election
Chair, Writing Proficiency Subcommittee, pending election
Chair, Seminars Assessment Subcommittee, pending election

Hadi Banat, Director, English as a Second Language Program, CLA (English)
Lauren Bowen, Director, Composition Program, CLA (English)
Lauren Sullivan, Coordinator, Intermediate Seminars, CLA (Anthropology)
Betsabe Gomez, Associate Director, Writing Proficiency
Lynnell Thomas, Associate Vice Provost for Inclusive Excellence, Undergraduate Studies, *ex officio*

Distribution Subcommittee

Neal Bruss, CLA (English), (2021-24)
Lorenzo Buonanno, CLA (Art), (2021-24)
Ting Chen, CM (Accounting and Finance), (2022-24)
Patrick Clarkin, CLA (Anthropology), (2021-24)
Leila Davis, CLA (Economics), (2022-24)
Shuai Jin, CLA (Political Science), (2022-24)
Nino Kebabze, CLA (Latin American and Iberian Studies), (2021-24)
Sheldon Kovitz, CSM (Mathematics), (2022-24)
Lisa Rivera, CLA (Philosophy), (2024)
Aimee D'Avignon, CEHD, Director, Office of Student Success, *ex officio*

Diversity Subcommittee

Daniela Balenzátegui, CLA (Anthropology), (2022-24)
Chris Barcelos, CLA (Women's Gender, and Sexuality Studies), (2022-24)
Mayra Cadorin Vidal, CSM (Biology), (2022-23)
Cheryl Ching, CEHD (Leadership in Education), (2022-23)
Azizah Jor'Dan, Manning School (Exercise and Health Sciences), (2022-23)
Shaman Hatley, CLA (Asian Studies), (2022-24)
Denise Patmon, CEHD (Leadership in Education), (2022-24)
David Pruett, CLA (Performing Arts, Music), (2024)
Aimee D'Avignon, CEHD, Director, Student Success Center, ex officio

Quantitative Reasoning Subcommittee

Elizabeth Brown, CLA (Sociology), (2021-23)
Jie Chen, Graduate Studies (University Senior Statistician), (2024)
Joao de Souza, CLA (Economics), (2022-24)
Arthur Eisenkraft, CSM (Physics), CEHD, and Honors College (2021-23)
Eric Grinberg, CSM (Mathematics), (2021-24)
Albert Kuo, CSM (Biology), (Spring, 2023 and 2023-24)
Georgia Mavrommati, School for the Environment, (2021-24)
Josephine Namayanja, CM (Management Science and Information Systems), (2021-24)
Laurel Wainwright, CLA (Psychology), (2021-24)
Jeffrey Stokes, Manning School (Gerontology), (2021-24)
Elizabeth S. Sweet, CLA (Anthropology), (2021-24)
Lin Zhu, CLA (Communication), (2021-24)
Karen Crouse, CSM (Mathematics), (2023-24)

Seminars Assessment Subcommittee

Meredith Gunning, CLA (Philosophy), (2024)
Virginia Karlis, CLA (English), (2024)
Meesh McCarthy, Undergraduate Studies, (2021-24)
Michael Motia, CLA (Classics and Religious Studies), (2022-24)
Denise Patmon, CEHD (Leadership in Education), (2022-24)
Neal Bruss, Coordinator, First-Year Seminars, Convener, CLA (English))
Lauren Sullivan, Coordinator, Intermediate Seminars, CLA (Anthropology)

Writing Proficiency Subcommittee

Deborah Budden, CLA (English), (2024)
John Hess, CLA (English), (2021-24)
Manu Thrakal, Manning School (Nursing), (2023-25) (Fall 2023 Sabbatical)
Bryan Williams, Undergraduate Studies, (2024)
Kathryn Archard, CM, Director, Writing Programs
Hadi Banat, CLA (English), Director of English as a Second Language, Academic Support Programs
Lauren Bowen, Director, First-Year Composition, CLA (English)
Neal Bruss, Coordinator, First-Year Seminars, CLA (English), (2021-24)
Betsabe Gomez, Undergraduate Studies, Associate Director, Writing Proficiency
Maria Carvajal Regidor, Director, University Writing Center
Lauren Sullivan, Coordinator, Intermediate Seminars, CLA (Anthropology)
Raul Ybarra, CLA (English), (2023-24)

VII. UMass Boston Operational Website in Beta Testing Phase: Questions, Comments and Recommendations for Fundamental Changes (Alexander Mueller, Jason Rodriguez, Steve Striffler)

Whereas, the recent UMB website redesign has significantly altered, for the worse, the content and presentation of department/unit webpages;

Whereas the redesign has made it more difficult, even at times impossible, to find degree requirements, course listings, and locate faculty profile pages that were once easy to find;

Whereas, a significant amount of important information concerning programs, faculty, and students, has been removed from department webpages;

Whereas, effective and informative department webpages are critically important for prospective and existing students and faculty, community organizations and other interested parties to access;

Whereas, the “ticket” procedure to restore, fix, or improve existing web pages is not working well;

Whereas, departments/units held control over their webpages prior to the redesign;

Be it resolved, that departments/units should control, edit, and maintain their webpages, consistent with the process of maintaining department/unit webpages prior to the redesign. Trainings should be offered to department/unit staff as soon as possible to enable departments/units to update their webpages.

VIII. Report of the Joint Discipline & Grievance Committee (Jacqueline Fawcett, Chair, Rosanna DeMarco, Associate Provost) - Annual Report for AY 2022-2023 is attached.

IX. Guidelines on Conducting Holistic Evaluation of Teaching (Task Force on the Holistic Evaluation of Teaching, Rajini Srikanth, Dean of Faculty)

As a university, we pride ourselves on recognizing the value of inclusive pedagogy*, because we are an institution that understands deeply the transformative power of teaching. It is in this spirit of best serving our students that we offer the following guidelines for conducting a holistic evaluation of teaching (drawn from the recommendations on the Task Force on the Holistic Evaluation of Teaching).

1. Impress upon students that we seek to continually refine our teaching and, in that endeavor, we seek and value their feedback on our pedagogy. In other words, convey to them that their feedback is crucial to our ongoing development as instructors.
2. Provide a sufficient period of time for students to complete their course evaluation (whether in person or online) and send reminders (for the online evaluations, in particular), to maximize the number of students completing the evaluations.
3. We recommend conducting a brief and informal (but anonymized) evaluation, perhaps 4 weeks into the semester, in order to make adjustments to pedagogy, based on student feedback. This practice also demonstrates to students that we “hear” them and are responsive to their suggestions and concerns.
4. We encourage departments to make sure that the questions on their evaluations elicit responses about the *quality of instruction* and the *achievement of learning outcomes* articulated for the course.

5. Responses can be scored on a spectrum of “Excellent” through “Poor” (with other choices along the spectrum being “above average,” “average,” and “below average”) or a numerical scale of 1 – 5 (with 1 representing “excellent” and 5 representing “poor”).
6. We strongly recommend that when conducting annual AFR reviews, DPCs invite and comment on the teaching materials (syllabi and assignments) in addition to the teaching evaluations of their colleagues. This practice is especially important for faculty in their pre-tenure years so that they receive formative feedback on their teaching materials.
7. We encourage teaching observations by peers and mentors, as there is strong evidence to suggest that this practice stimulates discussion of effective pedagogy among colleagues and contributes to the improvement of teaching. Reciprocal classroom observations, in particular, facilitate meaningful dialogues among colleagues. At any stage of a faculty member’s career, classroom observations provide valuable opportunities for discussion of impactful pedagogical techniques; for pre-tenured faculty, they can provide rich insights into how best to implement effective pedagogical techniques for our students. The Office for Faculty Development can help departments implement thoughtful and responsible observation practices.

During the Spring 2023 semester, the Office for Faculty Development visited 10 departments to answer questions about the holistic evaluation of teaching recommendations of the task force. Several of these departments have started their own “tailored” approaches to this process. The OFD will maintain a google doc of these approaches for the university community.

*Inclusive pedagogy refers to the mindset and practices in classrooms, curricula, and assessments in which students’ multiple identities and life-experiences are valued for their crucial impact on the learning process and to the students’ meaningful participation as engaged learners. Among the many institutions of higher education that have committed to inclusive pedagogy, the University of Denver offers a representative description of it: “Inclusive Pedagogy is a student-centered approach to teaching that engages the wealth of intersecting social identities and positionalities that all students bring to the classroom. It must not be an afterthought, rather, it should permeate every aspect of curriculum and course design, classroom management, and assessment of teaching and learning (Iturbe-LaGrave, 2018). <https://operations.du.edu/inclusive-teaching/inclusive-pedagogy>

X. Recommendations on the Use of AI Tools (Alexander Mueller, Professor of English & Member of the Faculty Council Executive Committee, Nir Eisikovits, Professor of Philosophy & Director of the Center for Applied Ethics, Rajini Srikanth, Professor of English & Dean of Faculty)

While there may be differing policies and approaches to Large Language Model (LLM) generators, which include AI writing tools like ChatGPT, we believe that it is imperative to state clearly on your syllabus your expectations. As the Curriculum Committee presentation in the May 2023 Department meeting detailed, the unattributed use of ChatGPT (and other related programs) is already covered by *UMB’s Student Conduct Policy, Appendix B: Academic Honesty**, but it is important to make that clear to students! As a baseline, please include a statement that makes it clear that citation is always needed with any kind of writing that they don’t produce themselves.

Here are some options for two scenarios—a class that is not allowing any use of AI writing, and a class that may be using it or allowing some kinds of usage (these are drawn from the different universities’ statements linked below). Please also encourage students to check the policies for each course they take, since they may differ!

- **AI is prohibited:** In this class, all work submitted by students must be generated by the students themselves, whether working individually or in groups. Students should not have another person or entity do the writing of any portion of an assignment; this includes hiring a person or a company to write assignments and using AI tools like ChatGPT. Large language models are still not calibrated to tell the

difference between true and false statements and that makes their use in an academic setting problematic and subject to heightened scrutiny. All work submitted must contain citations for any material that has been quoted or referenced. If students are unsure about whether or not a source is appropriate to use in the assignment, they should contact the instructor.

- **AI is allowed with attribution:** Use of AI tools, including ChatGPT, is permitted in this course on certain assignments [either detail assignments or types of assignments here, or clarify how they will know which ones!]. To adhere to our scholarly values and to the Student Code of Conduct, students must cite any AI-generated material that informed their work; citations should include not only in-text citations and listing in the references, but also the full text of cited ChatGPT (or other Large Language Model (LLM) generator) as an appendix to the assignment. Using an AI tool to generate content without proper attribution qualifies as academic dishonesty. Students are also responsible for making sure that any AI generated text does not contain false or erroneous information. Large language models are still not calibrated to tell the difference between true and false statements and that makes their use in an academic setting problematic and subject to heightened scrutiny. If students are unsure about whether or not a source is appropriate to use in the assignment, they should contact the instructor.

Further resources: The Modern Languages Association (MLA) and the Conference on College Composition and Communication (CCCC) created a joint task force on writing and AI; you can access their first working paper here: <https://aiandwriting.hcommons.org/working-paper-1/>

Statements and resources from other institutions on the prohibition or use of AI in classes:

- [University of Minnesota](#)
- [University of Massachusetts Amherst](#)
- [University of Iowa](#)

*Appendix B can be found at

https://www.umb.edu/media/umassboston/content-assets/learningdesign/pdf/FINALUMBCode9-5-18-Appendix_B_V2.pdf

XI. Updates on Two of the Motions/Resolutions of the Faculty Council

November 7, 2022, 1:00-3:00 PM - Resolution on Continuing Development of Africana Studies

From: Pratima Prasad
Sent: Thursday, August 10, 2023 1:43 PM
To: Jemadari Kamara
Cc: Zong-Guo Xia; Maria Brincker; Fiona L O'Connor
Subject: FW: Africana Studies Faculty Search Process

Dear Jemadari,

As I promised in mid-July, I am writing to give you an update on the status of the Africana Studies search(es). The search committee has selected 8 semi-finalists for the two senior positions and 6 semi-finalists for the one open rank position (all 6 of the latter are qualified for the Assistant Professor rank). The Provost and I have approved all semi-finalists brought forward by the committee. Fiona has forwarded the information to HR. HR will be notifying (if it hasn't already) all 14 semi-finalists that they have been shortlisted and that they will be invited for interviews in fall 2023.

I am copying the Zong-Guo Xia of the Faculty Council and Maria Brincker of the CLA Faculty senate; I have kept Zong-Guo as well as Maria abreast of my previous summer correspondence with you as well (below).

I wish you the best for the remainder of the summer, and I look forward to working with the chair of the search committee (Adugna), you, and Belle in early fall to figure out a schedule and timeline for the remainder of the search. The committee has envisaged semi-finalist interviews over zoom, followed by finalist on-campus visits. I have not asked them the full details yet, as I would like them to enjoy the rest of their summer before we get back to work again in the fall. I will also keep Belle abreast of things as the departmental administrator. As she is just back from maternity leave, I have advised her to take it slow, and the Dean's office has authorized that she work remotely just for the next couple of weeks.

Best,

Pratima

December 5, 2022, 1:00-3:00 PM - Resolution on Moving Three Academic Departments (Economic, Political Science and Sociology) from the College of Liberal Arts to the McCormack Graduate School of Policy and Global Studies - Academic Reorganization

From: University Community Memorandum <University.Community@umb.edu>

Sent: Tuesday, June 6, 2023 9:47 AM

Subject: McCormack School Joining CLA as a School-within-a-College

From: University Community Memorandum <University.Community@umb.edu>

Sent: Friday, July 14, 2023 7:54 AM

Subject: Academic Reorganization Update

XII. 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

XIII. New Business

XIV. Motion to Adjourn