



University of Massachusetts
Boston
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Boston, MA 02125-3393

University Governance
Faculty Council

https://www.umb.edu/faculty_staff/faculty_council

September 12 & 19, 2022

Minutes for Monday, September 12, 2022 1:00-3:00

Members present: Nurul Aman (CLA), Gonzalo Bacigalupe (CEHD), Lynne Benson (CLA), Todd Drogy (HONORS), Kui Du (CM), Paul Dyson (CLA), Joel Fish (CSM), Sommer Forrester (CLA), Priscilla Gazarian (CNHS), Edward Ginsberg (CSM), Mohsin Habib (CM), Rafael Jean (CLA), Janna Kellinger (CEHD), Robert Kim (CM), Harry Konstantinidis (CLA), Sharon Lamb (CEHD), Nelson Lande (CLA), Lusa Lo (CEHD), Pamela Nadash (MGS), Timothy Oleksiak (CLA), Neil Reilly (CSM), Jason Rodriguez (CLA), Betsy Sweet (CLA), Amy Todd (CLA), Phil Troped (CNHS), Roberta Wollons (CLA), Kevin Wozniak (CLA), Zong-Guo Xia (SFE), Kai Zou (CNHS)

Members absent: Nedra Lee (CLA), Niya Sa (CSM)

Representatives present: Marlene Kim (Representative to the BoT); Michael Mahan (PSU); Chidimma Ozor Commer (GEO); Delaney Bowen (GSA)

Representatives absent: CSU (TBD)

I. Approval of the Agenda

VOTE: Voice vote

Approved with 3 nay votes.

II. Motion to approve the May minutes

VOTE: Voice vote

Approved, with an adjustment (suggested by Marlene Kim)

III. Report from the Task Force on Holistic Evaluation of Teaching (Brian White and Rajini Srikanth)

Rajini and Brian White delivered presentation on Holistic Evaluation of Teaching.
Slides and Report included - SEE APPENDIX

DISCUSSION:

Many of the members discussed the logistics of implementing holistic style evaluations on a university-wide level, with concern given to the autonomy that is important for individual departments to maintain. It was reminded that, these are *recommendations* based upon the findings, supported by research, that student evaluations of instructors do not actually evaluate teaching effectiveness and are often bias against women and people of color. On the other hand, students do not feel that the current model of evaluations are taken

seriously (that they do not produce results). The discussion concluded with the agreement that this conversation is just a starting point to a longer discussion and the conversation will be kept open for the future.

IV. Motions from the Graduate Studies Committee

a. Andre Maharaj Grad Studies

a. Motion #1 (8 course changes in Curriculog; additional materials in this folder)

From: CNHS

Request to codify in Wiser pre-requisites and co-requisites for courses in the MS in Nursing. Courses affected are NU 637 Mental and Psychosocial Health of the Urban Family, NU 640 Advanced Health Promotion and Disease Prevention Across the Lifespan, NU 639 Primary Care of the Adult, NU 670 Primary Care of the Adult Practicum, NU 671 Primary Care of the Older Adult, NU 672 Primary Care of the Older Adult Practicum, NU 681 Primary Care of the Childbearing Family, NU 682 Primary Care of the Childbearing Family Practicum. Students will complete the 3ps (NU 614 Advanced Pathophysiology, 615 Advanced Health Assessment, 634 Advanced Pharmacology) as foundational learning before more advanced courses (NU 637, 640). Students will complete Health Promotion, NU 640, as an introduction to primary care and clinical practice before moving into NU 639, the first of the advanced clinical courses. NU 639 is a pre-requisite or co-requisite to the other didactic courses, NU 671 and 681. The practicum courses have their corresponding didactic courses as co-requisites (NU 639 for NU 670, NU 681 for NU 682, NU 671 for NU 672). NU 670, Adult Practicum, is a pre-requisite for the other two practicum courses, NU 672 and NU 682. Please see chart in this Motions folder.

Rationale: Having the current practice of course progression reflected in WISER provides added assurance that students will progress through these courses in the manner that faculty has already determined most beneficial. Most of these pre-requisites and co-requisites are already stated on the syllabi.

b. Motion #2 (In Curriculog)

From: MGS

Request for a new course, PPOL-G 603 Community-based and Participatory Research, open to students across the university for them to learn the skills, knowledge, and orientations necessary to conduct community-based and participatory research. The course complements the other courses the program offers in research methods (research design, quantitative methods, and qualitative methods), without duplicating topics.

Rationale: Students who are preparing careers in academia, nonprofit organizations, NGOs, and government all benefit from enhanced ability to engage meaningfully with communities. The department does not offer any courses on this topic, and there are few, if any, course-based opportunities to learn this approach on campus. 19 students from eight different programs enrolled in this course when it was offered as a Special Topics course in Spring 2021.

c. Motion #3 (In Curriculog)

From: CEHD (SGISD)

Request to change the title of GISD 615 from Leadership in Global Inclusion and Social Development to State, Sovereignty and Governance for Inclusion and Social Development and change the course description and content.

Old description: This course examines the concept of leadership and the impact of personal values, beliefs, communication styles, and experiences. It introduces students to different leadership theories and approaches to leadership development as well as leader roles and responsibilities (including ethical leadership and socially responsible leadership) in the context of global inclusion and social development. The course teaches students to assess their own leadership style through self-reflection and strategies and techniques to continually improve their leadership skills and competencies with applicability to groups, organizations, communities, and cultures. Through a combination of lectures, guest speakers, assigned readings, and group discussions, students learn about leadership practices including issues and

challenges in the areas of health, disability, community organizing and development, and policy and systems change. Student grading will be based on course participation, participation in self-reflection, and as well group work (leader interviews and book club). Students in master's and doctoral programs in global inclusion and social development can choose to take this course or the Population Needs and Global Practices course.

New description: State and governance regimes of various sorts design, implement, as well as comprise crucial context for any work within global inclusion and social development. This course familiarizes students with theories, research and practice regarding the role of the state and governance as it pertains to inclusion and development. The course examines the emergence of the state, including pre- and non-Westphalian state contexts, specifically experiences of colonization and the development, and the near-universal inheritance of the modern state. We explore contemporary forms of the state, and pressures emerging and surrounding it, including those of the market, civil society and democracy. The course then moves to the recent transformation of statehood and the shift to new modes of governance, specifically the role of non-state actors across scale--from local to global--and investigates how various institutions, corporate power and political society shift the role of states.

Rationale: The GISD faculty has determined that the class as currently imagined does not offer a clear benefit to students and is difficult to deliver coherently. The class—which predated any of the current faculty's hiring—has always been a somewhat awkward mix of teaching leadership skills and teaching the study of leadership; further, the study of leadership is deeply grounded in an epistemic trajectory that is very specific to the Global North, making it hard to develop a global perspective. The new transdisciplinary syllabus fills a gap on formal and informal governance regimes that has been present in the curriculum.

Vote: Voice Vote

ALL Motions Approved.

V. Reports

- a. Chancellor – Marcelo Suárez-Orozco

Not Present – Summarized by Provost Joseph Berger

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

Enrollment, Student Affairs, COVID, Monkeypox

- c. Vice Chancellor for Administration and Finance – Kathleen Kirleis

See Appendix for Report

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

See Appendix for Report

- e. Representative from the Faculty Staff Union – Caroline Coscia

See Appendix for Report

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

- g. Representative from Undergraduate Student Government – Dhruv Naik

See Appendix for Report

VI. Motion to adjourn

Approved Unanimously.

Minutes for Monday, September 19, 2022 1:00-2:30

Members present: Nurul Aman (CLA), Gonzalo Bacigalupe (CEHD), Lynne Benson (CLA), Daniel Dowling (CSM), Todd Drogy (HONORS), Kui Du (CM), Paul Dyson (CLA), Joel Fish (CSM), Sommer Forrester (CLA), Priscilla Gazarian (CNHS), Edward Ginsberg (CSM), Mohsin Habib (CM), Janna Kellinger (CEHD), Robert Kim (CM), Harry Konstantinidis (CLA), Sharon Lamb (CEHD), Nelson Lande (CLA), Lusa Lo (CEHD), Pamela Nadash (MGS), Timothy Oleksiak (CLA), Neil Reilly (CSM), Jason Rodriguez (CLA), Betsy Sweet (CLA), Amy Todd (CLA), Phil Troped (CNHS), Gretchen Umholtz (CLA), Roberta Wollons (CLA), Kevin Wozniak (CLA), Zong-Guo Xia (SFE), Kai Zou (CNHS)

Members absent: Rafael Jean (CLA)

Representatives present: Marlene Kim (Representative to the BoT); Michael Mahan (PSU); Delaney Bowen (GSA)

Representatives absent: CSU (TBD)

I. Resolution from Marlene Kim and Joel Fish

RESOLUTION ON TEACHING EVALUATION MODALITY AND SUPPORT AND AFFIRMATION THAT DEPARTMENTS CHOOSE TEACHING MODALITY.

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

Whereas the sample size from these evaluations can be very low and the results skewed for 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 paper or in-class evaluations or otherwise increase response rates, 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 the Academic Technology Committee (ATC) met in May 2022 but still are encouraging departments to use electronic course evaluations (EK or Qualtrics) despite problems with low response rates and (for some) the inability to increase these rates with the suggestions made by IT, 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, not the administration, decide whether to use paper or online evaluations, but

Whereas the Provost's office worked with IT to put into place a paper evaluation through Gradescope for spring 2022 so departments can use paper evaluations again, but

Whereas the email that went out to department chairs in spring 2022 that instruct them on how to increase response rates for online evaluations and provide a timetable for these evaluations, and only after two pages, in a small paragraph, is a statement saying that paper-based evaluations are also being made available but that department units must administer these (much as in the online courses), so that this option seems burdensome and some department chairs may not have read this part of the email, so

Whereas, some faculty are unaware of the availability of paper evaluations and almost none know that departments can use multiple methods, so that some faculty can use paper evaluations through Gradescope and others the online evaluations, and departments can calculate analytics such as averages and frequencies for all faculty even if some use online and others use paper evaluation methods, and

Whereas, IT has so far provided very little information about paper-based evaluations to departments and faculty and is only stating that a manual paper-based teaching evaluation option is available but that this will be handled by individual academic units overseeing course evaluations and IT will provide the necessary training, but

Whereas it is unclear what the implications are if ATC is stating it will continue to offer, support and encourage departments to use the electronic course evaluations (EK or Qualtrics) when departments must administer and oversee online evaluations; stated this way on email messages to faculty may sound burdensome to departments for paper evaluations when departments must conduct similar overseeing and administrative work for electronic evaluations and seems to prejudice departments in favor of online evaluations to an unnecessary extent,

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, online evaluations, or both), and

Be it further resolved that the ATC communicate its decision from its April 2022 meeting to Faculty Council at the October or November Faculty Council meeting and respond to inquiries concerning the implications of that decision; and

Be it finally resolved that the university administration clearly inform all faculty and department chairs without prejudice that

1. Paper evaluations through Gradescope are a viable alternative to electronic evaluations;
2. Paper evaluations have significantly increased response rates compared to electronic; and
3. Faculty can use both paper and electronic evaluations in a department, and analytics (means, frequencies) across paper and online evaluations can be calculated for faculty and departments.

Discussion: Most of the discussion involved the reiteration that response rate is the most crucial point to making decisions of paper or electronic evaluations. Online evaluations have been receiving a low response rate since the shift back from the pandemic instruction mode. It was brought up, once again, that the council's strongest tool is to utilize the motion in which it represents "expressed will of the collective faculty, and a strong statement about what we wish." In doing so, it is recommended, until administration overrides the notion, that departments maintain the autonomy to choose what method best fits their faculty.

Move to not have the motion about this read

Skip the reading: Yes

**Vote: Voice Voice
Approved.**

II. Resolution from the Faculty Council Executive Committee

RESOLUTION IN SUPPORT OF MENTAL HEALTH CARE DAYS

Whereas, the COVID-19 pandemic created unprecedented disruption and stress in the lives of people throughout the world, and

Whereas, evidence indicates that American youth experienced an increase in mental health-related distress in recent years, and

Whereas, the Boston Intercollegiate Government, in collaboration with the UMB Undergraduate Student Government and Graduate Student Association, proposed the creation of a “mental health care days” excused absence policy that would allow each student to miss up to three non-consecutive, non-exam or laboratory assignment class days without penalty, and

Whereas, the UMB USG and GSA are lobbying the Provost to implement a mental health care days policy at UMB,

Be it resolved that the Faculty Council encourages all faculty to include in their course attendance policies the option for each student to miss at least one class at the student’s discretion without the need to submit formal documentation or disclosure and without academic penalty, subject to appropriate restrictions that are consistent with existing university attendance policies and delineated by the instructor.

Discussion: The discussion focused on the recommendation to include an “extra absence” for mental health reasons so that students may take it, as they like, and without penalty to their attendance. By doing so, students can take authority on their mental health and also it would help alleviate the feeling that they need to disclose a reason for taking it (commonly when a student misses, they provide an explanation for the absence). A council member brought up a point about the differences in class times and meeting frequencies (e.g. 3x/week 50mins versus 1x/week 3hours), and that class times should be an important consideration for the absence policies. Another council member also brought up the problem that classes are weighted differently and the impact may be more/less serious for different programs. Another council member commented on how this idea approaches the topic in an individualistic manner where there should already be a larger collective agreement on this issue university wide. Another member commented that there is, and it is enacted through the Dean of Students, not through the instructor.

AMENDED Wording “disclosure” via Friendly Amendment

Vote: Confidential

Approved. 15 IN FAVOR, 12 OPPOSED, 1 ABSTENTIONS

III. Motion from Sociology Faculty – Kevin Wozniak and Andrea Leverentz

TABLED - MOTION MOVED TO OCTOBER MEETING

IV. Special Elections for Faculty Council Chair and one Executive Committee seat

Council Chair

Nomination to appoint Zong-Guo Xia to Faculty Council Chair, No other nominations

VOTE: Voice Vote

Approved.

Executive Committee Seat

Nomination to appoint Amy Todd to Executive Committee, No other nominations

VOTE: Voice Vote

Approved.

V. New Business

Update on Africana Studies: Faculty met with the Dean to discuss alternative recommendations to the report made by the attorneys' external review. Following that meeting, the removed the Department Chair without notice (to the faculty members) and is now scheduling a meeting with the faculty to discuss the transition of leadership.

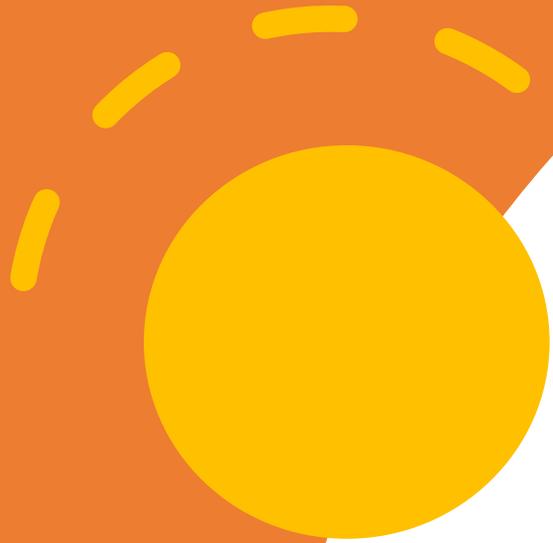
Delaney Bowen, GSA: Updates on current discussions with administration for advocacy of grad students.

Nelson Lande: Consideration of motion to change meeting times to better accommodate MWF schedules.

Second update on Africana Studies: Jemadari Kamara reports on recent events of Administration versus Africana Studies and his forceful removal from his role as chair.

VI. Motion to adjourn

Adjourned due to time limit.

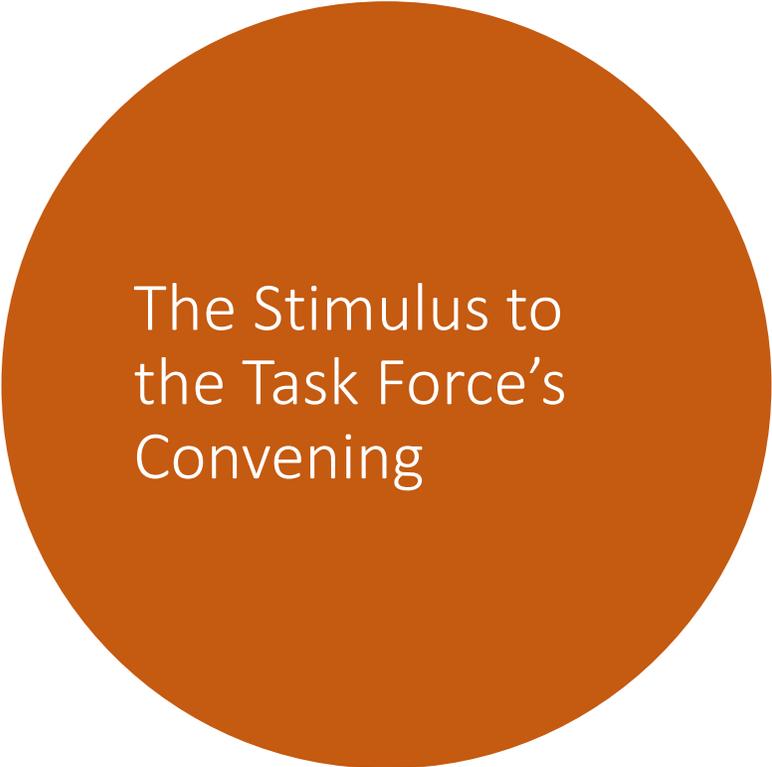


HOLISTIC EVALUATION OF TEACHING

Joint Task Force of the Faculty Council and Provost

Task Force Membership

- Tahirah Abdullah (Psychology, CLA)
- Kathryn Archard (Sp 22; Writing Program, CM)
- Danielle Bromwich (Philosophy, CLA)
- Dana Commesso (Exercise and Health Sciences, MCNHS)
- Alessia Contu (Fall 21; Management, CM)
- Priscilla Gazarian (Nursing, MCNHS)
- Steven Jackson (Math, CSM)
- Apurva Mehta (IT)
- Jeffrey Melnick (American Studies, CLA)
- Brook Moyers (Biology, CSM)
- Denise Muro (doctoral student Global Governance and Human Security, MGS)
- Denise Patmon (Curriculum and Instruction, CEHD)
- Karen Ross (Conflict Resolution, Human Security, and Global Governance, MGS)
- Rajini Srikanth (Provost's Office; English, CLA)
- Katalin Szelenyi (Leadership in Education, CEHD)
- Jeremy Wanderer (Philosophy, CLA)
- Paul Watanabe (Political Science, CLA)
- Brian White (Biology, CSM)
- Roberta Wollons (History, CLA)
- Undergraduate Student Discussion Groups (from biology, philosophy, and history)
- Graduate Student Discussion Groups (Master's and doctoral students from the department of Conflict Resolution, Human Security, and Global Governance)



The Stimulus to
the Task Force's
Convening

- Student Evaluations of Teaching (SETs), the primary means by which we evaluate instructors' teaching effectiveness today, have been shown to be unreliable and biased. That we base major personnel decisions on these evaluations is problematic. Quantitative data and comparative analysis of quantitative data lack context and provide an incomplete, unreliable, and discriminatory measure of instructors' teaching effectiveness.

The Case Against Using SETs as a Significant Measure of Teaching Quality:

1) SET numerical scores are not correlated with teaching effectiveness

- Studies of multi-section classes (common syllabus, final exam, SET)
- Ideally, “Better” instructors should have higher exam averages
- Would expect correlation between average SET and average exam scores
- Meta analysis (Uttl et al 2017) shows no correlation
- Little to no relationship between SET scores and student success on exams

- SETs don't measure what we're using them to measure
- “There is no good empirical reason to use them as a significant measure of teaching quality”

The Case Against Using SETs as a Significant Measure of Teaching Quality:

2) SET responses show significant gender and race biases

- Numerical scores show significant effects of
 - Type and size of course
 - Required/elective
 - Instructor race, gender, etc.
 - Even when controlled for course grades
 - Qualitative comments show significant bias
 - Instructors viewed through sexist and racist 'lens'
 - May even create a hostile work environment
- SETs measure largely irrelevant factors
 - “There are plenty of good reasons not to use SETs as a significant measure of teaching quality”



Given what
research
shows about
SETs . . .



This task force proposes

- More effective means of soliciting meaningful student feedback that *minimizes* bias
- A Cluster of methods that will provide a holistic framework for evaluating teaching effectiveness
- Phased implementation of the recommendations

Recommendations/ Conclusions of the Task Force for Consideration

- Quantitative measures are an inadequate and unreliable tool to assess teaching effectiveness. We might consider eliminating them.
- However, student feedback is essential because (a) we pride ourselves on being a student-centered university, and (b) it provides instructors with opportunities for self-reflection about their pedagogy; and (c) it is required by the Red Book
- Teaching effectiveness (for both in-person and online courses) should ideally be ***holistically evaluated by a cohesive cluster of approaches***. Many institutions either already use or are turning to an array of approaches rather than relying only on SETs (e.g., University of Southern California, University of Oregon, and University of California, San Diego)

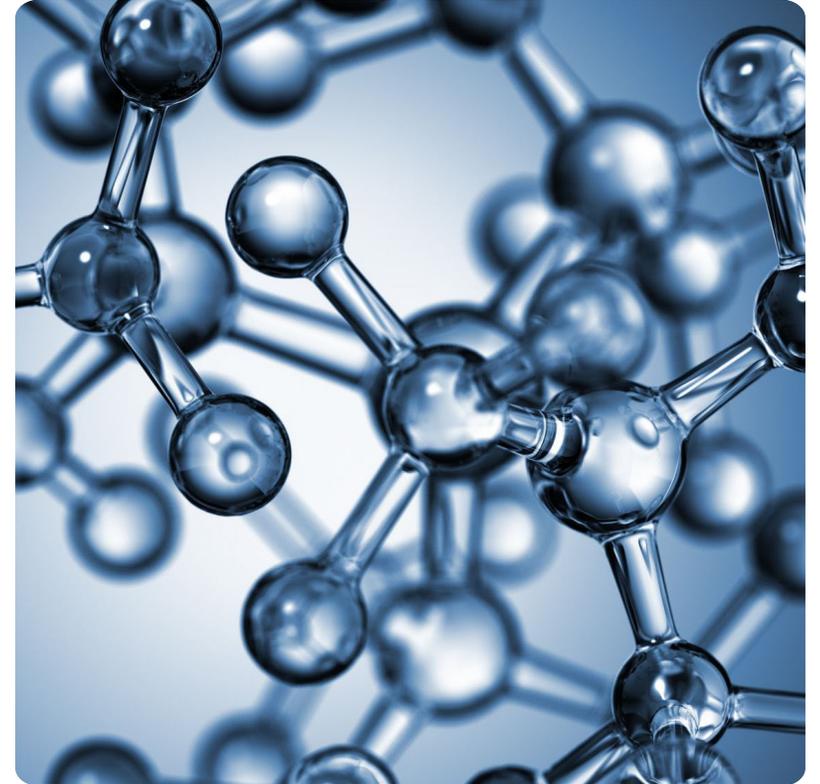
Cluster of Approaches

Student feedback (not ratings and quantitative scores, but feedback elicited by thoughtful questions related to course and program objectives).

Teaching portfolio (the instructor assembles syllabi, assignments, and other relevant materials that demonstrate thoughtful pedagogical engagement)

Classroom observation (carefully implemented, with due consideration given to minimizing bias and attention paid to power asymmetries, formative and evaluative observations)

Self-reflection by instructors responding to student and peer feedback, critically examining the high and low points of their teaching of a course, and setting goals for refining pedagogy that addresses feedback received



We Recognize . . .

- **The Central Role of the Department:** We recognize that these recommendations – which encourage us to shift from using one evaluative measure (Student Teaching Evaluations) to adopting a cluster of approaches that combine formative and summative evaluations – will need department-level discussion and feedback for refinement.
- This *cohesive cluster* of evaluative approaches stimulates a move toward explicit recognition of the complexity of the teaching-learning interchange and explicit respect for the dedication that faculty bring to their pedagogy.
- There will be a **phased approach** to implementation of the cluster. We may wish to start with second-year TT faculty, or we may wish to start with a small subset of departments spanning several colleges. The first year of implementation will serve as a pilot from which we learn what facets work well and what facets require adjustment.

- Thank you for your attention
- We engaged in robust and spirited discussion as a task force
- We heard each other's diverse perspectives
- We met weekly beginning in November 2021, with a break during the winter session
- Our students have little faith in the evaluation process as it exists today (their feedback in small group discussions is emphatic about this perspective)
- We owe it to our students and to ourselves to embrace a more holistic process

Questions???

Kathleen Kirleis
Vice-Chancellor for Administration and Finance
Report to Faculty Council
September 12, 2022

It is my pleasure to provide an update this afternoon as we start the fall semester. There's been much activity over the past several months where I'll provide an update.

1. University's financial update – I'm pleased to report that UMass Boston has been successfully weathering the COVID crisis during a time of great financial uncertainty. The close for FY22 is underway and as has been the custom, results will plan to be shared with the Budget and Long Range Planning Committee once finalized. They are due to be provided to the Commonwealth by October 15th and will be reported out at the December Board of Trustees meeting. I am pleased to inform you that I expect the university to have met its margin requirements for the past year, due in large part to the one-time award of federal stimulus dollars to support both our students and our institution, which starts us off on a positive note for the current fiscal year, FY23.

The FY23 budget was passed at the June Board meeting, establishing an operating budget of \$470M for the campus this year. Student tuition and fees for FY23 had been established by the Board of Trustees earlier in the spring at the April meeting, allowing students and their families earlier certainty regarding the cost of their education for this year.

The Commonwealth was very supportive of the University of Massachusetts in this year's state budget. In the \$470M budget adopted in June, In the systemwide budget that was adopted in June,

- a. The amount of last year's appropriation was funded
 - b. One time ARPA money was specially appropriated to benefit the campuses (\$8M for our campus)
 - c. Two new items were added:
 1. Mental Health
 2. Collective bargaining
-
2. Additional state support – After the budget was adopted in June, new amounts came through in the final state budget adopted over the summer that was above and beyond what had been planned in the adopted budget. There were additional funds for:
 - a. Student Financial Aid, including the addition of the MassGrant program
 - b. Inflation

- c. Additional support for UMass
- d. Earmark for Africana Studies Department

The portion of these funds that apply to our campus are being worked into the campus budget and will be formally added as the budget is updated with fall enrollment results at the end of the first quarter. I would note that we still have a structural deficit coming out of the pandemic once all of the one-time stimulus monies are spent, so additional state funding is first going to get our budget structurally balanced. As we continue to make good progress in balancing the budget, we will be planning to make strategic investments using our new strategic plan as the guide for such decisions.

3. Capital budget – The university’s capital budget was finalized over the summer and can be found on the website at [Capital Budgeting - UMass Boston \(umb.edu\)](https://www.umb.edu/capital-budgeting). In the state capital budget, we are slated to receive funding under DCAMM’s critical repair fund program to fund necessary deferred maintenance on the campus, including new air handling units in the Healey Library and improvements to the Harborwalk. The state also funded half of the original budget for the SDQD project that is currently in construction.
4. The Budget and Long Range Planning Committee met monthly over the summer to address many important financial matters and I would like to thank all of the committee members, especially those here on the Zoom today, for their willingness to meet over the summer and their continued partnership and commitment to shared governance regarding the university’s finances.

REPORT TO FACULTY COUNCIL ON THE BOARD OF TRUSTEES, Sept 12, 2022

Marlene Kim, faculty representative to the Board of Trustees

I attended the May and June 2022 Board of Trustees meetings.

1. **Board of Trustees, May 2022:** Appointed Julie Chan as Chancellor of UMass Lowell
2. **CASA, May 2022.**
 - a. An interesting report on admissions, enrollment and retention after COVID was presented. Highlights include:
 1. Admissions increased but transfers are still declining.
 2. Enrollments for transfers are coming from the same source (half come from community colleges in MA), but are lower and have declined.
 3. Undergrads are down.
 4. Grads are up, especially among MA programs
 5. By race:

Undergrads: white have declined; others are the same or increased

Graduate students: all racial groups have increased

Retention: black/Hispanic have declined

Others: same or increased
 6. DWF: increased after the pandemic (same as the national pattern); these are high school students who went through the pandemic remotely and are having trouble focusing
 7. Faculty and staff: steady (staff declined in 2021 –recall the furloughs—but are the same as pre-pandemic)
- b. MS in manufacturing engineering at UMass Amherst: passed
- c. Gary Siperstein from UMB addressed the Trustees during the public comment period to discuss Camp Shriver, which started in 2006 at UMB. It's a program for children with disabilities on Mt. Ida campus. This year Boston and Amherst partnered and had 150 campers in June.

President Marty Meehan remarked that Mt Ida is a great resource and sharing it and using it collaboratively and for this purpose was always the intent.

3. **Audit and Administration and Finance: June 1, 2022**

- a. Discussed and presented the present (end of 2022) and FY23 budget (the budget for AY 2022/3)
 1. There were budget savings from unexpected vacancies at the end of FY22.
 2. UMass Global projected to have a 15.7 million shortfall
 3. The FY 23 budget (2022-23 academic year)
 - a. Over all of the UMass campuses: Slight increase in students overall (.5%)
 - b. Increase in employees (3.2%)

- c. Increase of \$33.7 million in cost for employees (driven by collective bargaining increases), of which state paid \$13 million for this
- d. \$648 million expected from the State (both the House and Senate presented the same number)
- e. **The budget for UMB: is lower than before**
 - 1. **The number of enrollments at UMB are projected to decline**
 - 2. **The number of faculty and staff at UMB are projected to decline**
 - 3. **The number of enrollments are projected to decline**

Even though the Chancellor and Vice Chancellor Kirleiss have stated that enrollments are up for the fall and faculty and staff will not be cut, the budget and amount of money we will receive from UMass is lower because the UMass System is assuming lower enrollments and fewer staff and faculty!

After this report was given, Vice Chancellor Kirleis was asked to respond to whether there will be budget cuts. She indicated that the legislature gave more money (\$400 million) to UMass that has yet to be distributed. They do not foresee cutting faculty and staff and although they can't say for certain, they don't foresee budget cuts at this time.

4. Board of Trustees, June 2, 2022

President Meehan's report: Overall, enrollment is stable but there are challenges, notably, retention. He is trying to get a new federal agency to Massachusetts, to conduct biomedical research. It would be an agency to do health research to prevent and cure chronic diseases such as cancer.

CASA: Dartmouth received \$173 million to renovate their liberal arts building, and this is entirely paid for by the State.

5. IFC: June 2, 2022

Dartmouth money: The Chancellor politicked with State Reps and Senators to get the money. Gave a Tour of the campus, etc.

One college at UMA gives discounts for summer school to students who get C+ or lower grades so they can repeat the courses and pass them for their majors.

Respectfully submitted,

Marlene Kim

Faculty Staff Union – Caroline Coscia

Here is what we presented:

Negotiated a MOA for those applying for promotion to Senior Lecturer 3 which clarifies the review process.

Healey Library Building temperature: Joel Posner of HR toured the archives with Jessica Holden to better understand the concerns and needs of making sure the full archive collection, of which 2/3 is not kept at a regulated temperature and humidity level, at acceptable levels.

We are in the beginning stages of preparing for bargaining our 2023-2023 contract. Watch the Sept 19th issue of Nuts & Bolts for details.

We are working in coalition with the CSU, DCU and PSU to bargain the existing MOA on parking. The first session is Sept 29th.

Summer parking passes: Many informed us that your passes expired prior to Sept 1st. We worked with HR Labor Relations to resolve this. Since then, we have received communications that some passes still did not work. Please contact us with your specifics and if possible, receipts.

From: Dhruv Naik 2 <Dhruv.Naik002@umb.edu>

Sent: Tuesday, September 13, 2022 5:39 PM

To: Kevin Wozniak <Kevin.Wozniak@umb.edu>

Subject: USG report

Importance: High

Dear Kevin,

I hope you are having a great day. I wanted to touch upon some of the things we have been working over the summer. I spoke to the people down at Northeastern about the Care Days Proposal. I will have access to the data soon, they are still collecting feedback from their faculty. We are working on a university wide peer mentorship program in collaboration with the provost's office. We were asked to reach out to each of the colleges and find out if they had a peer mentorship program of their own. As of now we got responses from the College of Math's and Science and the Honors College. We liked the peer mentorship program of the Honors College. Apart from this we are working on establishing a mental health advisory board which will comprise of students whose responsibility will be to bring awareness about mental health resources available on campus. We are also trying to push for a Health and Wellness center on campus.

We needed the faculty councils help with pushing forward the Care Days Proposal. We were also wondering if you could help us with contacting the Deans or if the faculty can give us details about Peer mentorship programs in their colleges. I am not sure about this but I guess Professor Paul Dyson and I were going to talk about the new excused absence policy. If there is anything that the faculty council needs help with please let me know.

I am looking forward to hearing from you.

Yours Sincerely,

Dhruv Naik

Undergraduate Student Government | President
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