



University of Massachusetts
Boston
100 Morrissey Blvd.
Boston, MA 02125-3393

University Governance
Faculty Council
https://www.umb.edu/faculty_staff/faculty_council
Monday, December 6, 2021
1:30-3:30
Zoom Webinar

Minutes for December 6, 2021

Members present: Matthew Bell (CSM); Lillian-Yvonne Bertram (CLA); Kui Du (CM); Sommer Forrester (CLA); Priscilla Gazarian (CNHS); Margaret Hart (CLA); Werner Kunz (CM); Sharon Lamb (CEHD); Lusa Lo (CEHD); Kibibi Mack-Shelton (CLA); Jeffrey Melnick (CLA); Pamela Nadash (MGS); Dimity Peter (CEHD); Heike Schotten (CLA); Eduardo Siqueira (HONORS); Eve Sorum (CLA); Robert Stevenson (CSM); Betsy Sweet (CLA); Phil Troped (CNHS); Kiran Verma (CM); Kevin Wozniak (CLA); Kai Zou (CNHS)

Members absent: Joel Fish (CSM); Maria John (CLA); Neil Reilly (CSM); Michael Tlusty (SFE); Roberta Wollons (CLA)

Representatives present: Marlene Kim (Representative to the BoT); Chidimma Ozor Commer (GEO)

Representatives absent: Michael Mahan (PSU); Gordon Smith (Undergraduate Student Government); Steve Striffler (CLA); Graduate Student Assembly (TBD); CSU (TBD)

I. Approval of the Agenda

- The Chair noted that Michael Mahan could not attend so his report was struck from the agenda.

VOTE: Voice vote

Approved unanimously.

II. Motion to approve the November minutes

- The BofT Rep. noted a correction to Steve Striffler's title which should be FSU Rep., not BoT rep.—

VOTE: Voice vote

Approved unanimously with noted changes.

III. Chair's Comments

- The Chair explained that FC meetings would continue via Zoom for the spring given the current status of the pandemic. She also noted the consideration to hold faculty council meetings from 1-3 to better align with teaching schedules.

IV. Reports – 5 mins each

a. Chancellor – Marcelo Suárez-Orozco

- The Chancellor provided an update on COVID-19, as well as the new Omicron variant: campus case numbers average around ten per week. The University is closely monitoring the community cases and transmission. He noted that to the knowledge of the Administration, there had been no known hospitalizations. He stressed that the University continues to monitor and practice all safety precautions as we head into the colder months. He encouraged the campus community to get a booster.
- Undergraduate enrollment is slightly up while graduate enrollment is slightly down. New and transfer student enrollment deposits were up. There has been a return of international student interest after a steep decline last year due to COVID. The fall 2022 indication of interest is positive.
- The Chancellor informed the FC that the Vice Chancellor will go over more financial details but provided a brief update on the campus budget.
- The Chancellor reminded the FC that there would be a campus Town Hall webinar Wednesday at 3pm which will focus on fall semester highlights, COVID updates, strategic planning, and a financial and restorative justice update.

DISCUSSION:

An FC member asked about whether the campus community needed to submit their vaccination status in the spring. The Chancellor responded that they were examining whether to currently require the booster. The FC member clarified that they wanted to know about new students and if they will need to submit vaccination proof. The Chancellor responded they would be required to submit all of this.

An FC member asked how faculty could feel safe knowing that the spring semester students that had been traveling and celebrating holidays for a month and a half were not carrying COVID and if there was something already in place for testing. The Chancellor responded that they would be setting up booster shot clinics and would continue to test high-risk groups, such as those living in dorms, performing arts, and athletes. They would also look at guidelines for additional testing as students return after winter break. He stressed that they would continue to put health and safety first.

An FC member asked for clarity on the amount given for COVID relief and the Chancellor responded that \$30 million in new relief was given to the UMass system. \$15 million in matching funds would come to the University system. These will be distributed among the campuses according to guidelines from the UMass system.

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

- The Provost thanked the campus community for contributing to campus safety involving COVID-19 and appreciates the teaching and learning that was maintained throughout the semester. He also echoed the need for collaboration and support at the end of the semester. At the moment, the campus would continue in a similar modality in the spring, but they would continue to closely monitor the pandemic and make adjustments as necessary. Most of the classes will be on-campus with some offered in a remote or hybrid modality. They would have further updates about strategic planning as they proceed. He also noted they would provide additional information at the campus-wide webinar.
- He provided an update on the CM Dean search and clarified that this was not a failed search, but an extended search. He was confident they would be able to hire a permanent Dean. He would meet with the faculty in the College in order to have a dialogue.
- The course release grant reimbursement policy that came out of the Research Committee of the FC has led to a draft that was almost finalized and would be sent out at the end of the semester. They continued to work on alternate scheduling and a pilot would be launched for fall 2022 based on findings from the 2019 task force. They would convert a number of time blocks where students could schedule traditional MWF or MW and Friday only. This new schedule would allow academic units to have the greatest flexibility in how they scheduled their classes.

DISCUSSION:

An FC member asked about the extension of the CM Dean Search. This member informed the FC that she was a member of the search committee and that all were surprised that the College supported the three candidates who moved forward, but that wasn't in agreement with the Administration. She asked for clarity on how this represented shared governance and was concerned that faculty voices were not heard. Another FC member shared that CLA felt the same thing happened with their Dean Search. The Provost explained the process and clarified the procedure. He said that he was confident that this was the correct decision for the campus moving forward.

AN FC Rep. asked about the research summit meetings. The Provost responded that UMass Boston had been included and attended these meetings while being able to explain their research strengths. Soon it would be announced that UMass Boston would be the host for one of the research summits.

Another FC member asked the Provost about how the search firms were vetted. The Provost responded that he was aware of these issues in higher education and had been careful about looking at and selecting the firms that we work with. An FC member asked about what would be different moving forward so this didn't happen again. An FC member stated that they were frustrated with the searches for Deans and didn't understand why having an internal candidate created difficulty when the Provost himself was an internal candidate. The Provost responded that they looked forward to working with the search committee and how important they were in the process. An FC member asked about the Graduate Studies Dean search. The Provost responded that they were moving things around and would be proceeding quickly.

c. Vice Chancellor for Administration and Finance – Kathleen Kirleis

- SEE APPENDIX.

DISCUSSION:

An FC member explained that the number of TT positions had gone down and the way you had to go about getting a line as a way for growth without shrinkage elsewhere and asked if the activities-based budgeting would allow for this. The VC responded that the model wouldn't make decisions but create recommendations and that it didn't create more revenue but a way to be more resourceful about how to go about it. The FC member asked for clarity if there would be any change in tenure track lines. The VC responded that they wanted to make sure that we had the funds to supply this and support the faculty lines and new programming.

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

- SEE APPENDIX.

e. Representative from the Professional Staff Union – Michael Mahan

Not Present.

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

- The GEO representative read a statement expressing the concerns and difficulties that Graduate Students are facing.

DISCUSSION:

An FC member asked the Rep. how faculty as individuals and as FC members could support students. The Rep. responded that they would like to think about it further but at the moment she encouraged faculty to use their privilege and platform to advocate for their own graduate students who were in a more vulnerable position. A number of FC members thanked the Rep. for her dedication and work to provide this report to the FC.

V. Academic Technology Committee (ATC) Report follow-up (James Soldner and Apurva Mehta)

- SEE APPENDIX.

DISCUSSION:

Several Faculty Council members asked about whether or not they could keep paper evaluations if they yielded a higher number of results and about dates for different formats of evaluations. They also asked if there was a conflict of interest with one faculty member administering the evaluations for the other faculty in their department.

The ATC reps informed the FC that there had been problems across the board, and that they were closely looking at how to address this issue. They explained how GradeScope would work for evaluations. There was further discussion about how teaching evaluations were done on the campus and the campus community was examining that and how to best engage students.

VI. Committee on Engaged Scholarship (CES) Introduction (Lusa Lo and John Saltmarsh)

- SEE APPENDIX.

DISCUSSION:

An FC member mentioned a website that used to have data about connections to various organizations for this and recommended that the committee look at it to avoid repeating work. The CES Committee members responded they were doing this but part of the problem about the resource requires a staff member, who was cut years ago and not replaced.

VII. Resolution from the Cypher (Velina Batchvarov, Amy Collinsworth, Oscar Lanza Galindo, Tracy Morin, Tara Parker)

WHEREAS state legislative proposals are being introduced across the United States that target academic discussions of racism and related issues in American history in schools, colleges and universities; and

WHEREAS the Red Book and the Faculty Staff Union collective bargaining agreement affirms the importance of academic freedom to the proper functioning of universities; and

WHEREAS the American Association of University Professors' [1940 statement of Principles on Academic Freedom and Tenure](#) also affirms the importance of academic freedom to the proper functioning of universities; and

WHEREAS faculty have primary responsibility for the curriculum at their universities, as stated in the UMass Boston Faculty Council Constitution and UMass Board of Trustees governance document T73-098; and

WHEREAS the term "divisive" is indeterminate, subjective, and chills the capacity of educators to explore a wide variety of topics based on subjective criteria that are inapposite from the goals of education and the development of essential critical thinking skills; and

WHEREAS educating about systemic barriers to realizing a multiracial democracy based on race or gender should be understood as central to the active and engaged pursuit of knowledge in the 21st century to produce engaged and informed citizens; and

WHEREAS over seventy organizations, including the American Association of University Professors (AAUP) and the Association of American Colleges and Universities (AACU), issued the [Joint Statement on Legislative Efforts to Restrict Education about Racism and American History](#) (June 16, 2021) stating their "firm opposition to a spate of legislative proposals being introduced across the country that target academic lessons, presentations, and discussions of racism and related issues in American history in schools, colleges and universities . . . In higher education, under principles of academic freedom that have been widely endorsed, professors are entitled to freedom in the classroom in discussing their subject. Educators, not politicians, should make decisions about teaching and learning"; and

WHEREAS the University of Massachusetts Boston's [mission](#) is to be "a vibrant, multi-cultural educational environment [that] encourages our broadly diverse campus community to thrive and succeed"; and

WHEREAS the University has [implemented](#) Black Lives Matter Day, "a day dedicated to those who have been unjustly harmed and/or killed as a result of police brutality, acts of anti-Black racism, and systemic oppression"; and

WHEREAS Chancellor Suárez-Orozco has [implemented](#) the observance of Indigenous Peoples' Day on our campus, "a day on which we remember the lives, cultures, and communities lost to colonialism, which has imposed itself upon tribal lands that Native people called home long before we did;" and

WHEREAS Chancellor Suárez-Orozco’s statement on Juneteenth affirms the importance of racial and social justice and reminds us of the “monumental challenge that we as a community must address as we work toward becoming an antiracist and health-promoting university;” and

WHEREAS, in a nation that has for centuries struggled with issues of racial inequity and injustice, many students do not have adequate knowledge of BIPOC and LGBTQI history and the policies that contributed to inequities, the University of Massachusetts Boston has a responsibility and opportunity to help build equity and social justice.

THEREFORE BE IT RESOLVED that the UMass Boston Faculty Council resolutely rejects any attempts by bodies external to the faculty to restrict or dictate university curriculum on any matter, including matters related to racial and social justice, and will stand firm against encroachment on faculty authority by the legislature or the Board of Trustees.

BE IT FURTHER RESOLVED that the Faculty Council stands with our K-12 colleagues throughout the country who may be affected by this pernicious legislation when they seek to teach the truth in U.S. history and civics education.

BE IT FURTHER RESOLVED that the Faculty Council calls upon President Marty Meehan, Chancellor Marcelo Suárez-Orozco, and Provost Joseph Berger to affirm that they reject any attempts by bodies external to the faculty to restrict or dictate university curriculum on any matter, including matters related to racial and social justice, and will stand firm against encroachment on faculty authority by the legislature or the Boards of Trustees.

BE IT FURTHER RESOLVED that the Faculty Council affirms the [Joint Statement on Efforts to Restrict Education about Racism](#), authored by the AAUP, PEN America, the American Historical Association, and the Association of American Colleges & Universities, endorsed by over seventy organizations, and issued on June 16, 2021.

SEE APPENDIX.

DISCUSSION:

Due to time, this motion will continue at the next meeting.

VIII. Motion to Adjourn

Approved unanimously.

Minutes for December 13, 2021

Members present: Lillian-Yvonne Bertram (CLA); Kui Du (CM); Priscilla Gazarian (CNHS); Maria John (CLA); Sharon Lamb (CEHD); Lusa Lo (CEHD); Kibibi Mack-Shelton (CLA); Jeffrey Melnick (CLA); Pamela Nadash (MGS); Dimity Peter (CEHD); Neil Reilly (CSM); Heike Schotten (CLA); Eduardo Siqueira (HONORS); Eve Sorum (CLA); Robert Stevenson (CSM); Betsy Sweet (CLA); Michael Tlusty (SFE); Phil Troped (CNHS); Kiran Verma (CM); Kevin Wozniak (CLA); Kai Zou (CNHS)

Members absent: Matthew Bell (CSM); Joel Fish (CSM); Sommer Forrester (CLA); Margaret Hart (CLA); Werner Kunz (CM); Roberta Wollons (CLA)

Representatives present: Marlene Kim (Representative to the BoT)

Representatives absent: Michael Mahan (PSU); Chidimma Ozor Commer (GEO); Gordon Smith (Undergraduate Student Government); Steve Striffler (CLA), CSU (TBD); Graduate Student Assembly (TBD)

I. **Resolution from the Cypher (Velina Batchvarov, Amy Collinsworth, Oscar Lanza Galindo, Tracy Morin, Tara Parker)**

WHEREAS state legislative proposals are being introduced across the United States that target academic discussions of racism and related issues in American history in schools, colleges and universities; and

WHEREAS the Red Book and the Faculty Staff Union collective bargaining agreement affirms the importance of academic freedom to the proper functioning of universities; and

WHEREAS the American Association of University Professors' [1940 statement of Principles on Academic Freedom and Tenure](#) also affirms the importance of academic freedom to the proper functioning of universities; and

WHEREAS faculty have primary responsibility for the curriculum at their universities, as stated in the UMass Boston Faculty Council Constitution and UMass Board of Trustees governance document T73-098; and

WHEREAS the term "divisive" is indeterminate, subjective, and chills the capacity of educators to explore a wide variety of topics based on subjective criteria that are inapposite from the goals of education and the development of essential critical thinking skills; and

WHEREAS educating about systemic barriers to realizing a multiracial democracy based on race or gender should be understood as central to the active and engaged pursuit of knowledge in the 21st century to produce engaged and informed citizens; and

WHEREAS over seventy organizations, including the American Association of University Professors (AAUP) and the Association of American Colleges and Universities (AACU), issued the [Joint Statement on Legislative Efforts to Restrict Education about Racism and American History](#) (June 16, 2021) stating their "firm opposition to a spate of legislative proposals being introduced across the country that target academic lessons, presentations, and discussions of racism and related issues in American history in schools, colleges and universities . . . In higher education, under principles of academic freedom that have been widely endorsed, professors are entitled to freedom in the classroom in discussing their subject. Educators, not politicians, should make decisions about teaching and learning"; and

WHEREAS the University of Massachusetts Boston's [mission](#) is to be "a vibrant, multi-cultural educational environment [that] encourages our broadly diverse campus community to thrive and succeed"; and

WHEREAS the University has [implemented](#) Black Lives Matter Day, "a day dedicated to those who have been unjustly harmed and/or killed as a result of police brutality, acts of anti-Black racism, and systemic oppression"; and

WHEREAS Chancellor Suárez-Orozco has [implemented](#) the observance of Indigenous Peoples' Day on our campus, "a day on which we remember the lives, cultures, and communities lost to colonialism, which has imposed itself upon tribal lands that Native people called home long before we did;" and

WHEREAS Chancellor Suárez-Orozco's statement on Juneteenth affirms the importance of racial and social justice and reminds us of the "monumental challenge that we as a community must address as we work toward becoming an antiracist and health-promoting university;" and

WHEREAS, in a nation that has for centuries struggled with issues of racial inequity and injustice, many students do not have adequate knowledge of BIPOC and LGBTQI history and the policies that contributed to

inequities, the University of Massachusetts Boston has a responsibility and opportunity to help build equity and social justice.

THEREFORE BE IT RESOLVED that the UMass Boston Faculty Council resolutely rejects any attempts by bodies external to the faculty to restrict or dictate university curriculum on any matter, including matters related to racial and social justice, and will stand firm against encroachment on faculty authority by the legislature or the Board of Trustees.

BE IT FURTHER RESOLVED that the Faculty Council stands with our K-12 colleagues throughout the country who may be affected by this pernicious legislation when they seek to teach the truth in U.S. history and civics education.

BE IT FURTHER RESOLVED that the Faculty Council calls upon President Marty Meehan, Chancellor Marcelo Suárez-Orozco, and Provost Joseph Berger to affirm that they reject any attempts by bodies external to the faculty to restrict or dictate university curriculum on any matter, including matters related to racial and social justice, and will stand firm against encroachment on faculty authority by the legislature or the Boards of Trustees.

BE IT FURTHER RESOLVED that the Faculty Council affirms the [Joint Statement on Efforts to Restrict Education about Racism](#), authored by the AAUP, PEN America, the American Historical Association, and the Association of American Colleges & Universities, endorsed by over seventy organizations, and issued on June 16, 2021.

DISCUSSION:

The FC Chair noted that the Provost and Chancellor were both in support of this resolution. An FC Rep. offered a friendly amendment to call on groups and individuals more generally than just the BofT since there were often more groups involved. The motion sponsors agreed to make the following change:

“Add language to the first ‘therefore be it resolved’ and to the second ‘be it further resolved’ so that both of these reads at the end: ‘faculty authority by the legislature, the Board of Trustees, or any other institutions or bodies.’” This friendly amendment was accepted, and the change will be noted.

An FC member asked about distributing this more widely beyond the FC, but it was clarified that this is where the process begins.

Another FC member proposed a friendly amendment that the word “truth” be expanded to make sure that it is more inclusive, since, as historians, there is no one truth. The motion sponsors explained why they would not be accepting this friendly amendment since they felt strongly about how the word truth was used in this context.

An FC member called the question.

VOTE on calling the question: Zoom poll

15 IN FAVOR; 4 OPPOSED; 2 ABSTENTIONS. MOTION CARRIES.

VOTE on Resolution with friendly amendment—see language above: Zoom poll

18 IN FAVOR; 1 OPPOSED; 2 ABSTENTIONS. RESOLUTION CARRIES.

II. Motions from the Graduate Studies Committee (GSC)

Motion #1 (related to Motion #2)

From: SFE (Urban Planning and Community Development)

Request to update the curriculum of the MS in Urban Planning and Community Development. The overall structure of the 48-credit graduate planning program will remain the same - all students will complete a 9-course "core" covering planning history, theory, methods, practice, law, and ethics (27 credits). Upon completion of this common core, students will choose one of three policy areas in which to specialize, taking three required and two elective courses (15 credits). Finally, they will select one of two "capstone" options - a group studio (6 credits) or an individual research project (6 credits).

Within this structure, five core courses will be replaced in order to strengthen students' preparation in urban economics, real estate markets, spatial analysis, urban design and master planning. In addition, one of the required courses in the Housing and Community Development Concentration will be replaced to provide students with a deeper understanding of community development finance.

Finally, the single semester (6 credit) studio will be replaced with a two-semester (3/3 credit) studio sequence. In addition, there will be a second capstone option - an individualized two-semester (3/3 credit) empirically based planning project.

Details: 1) Replacement of 5 core courses:

ECON 613 Urban Economics will replace ECON 610L Political Economy,
plus there will be 4 new courses:

UPCD 615 Urban Real Estate will replace UPCD 611 The City in History

UPCD 625 Qualitative Methods will replace PUBADM 621 Analytical Methods

UPCD 626 Spatial Analysis will replace UPCD 623 Intro to GIS

UPCD 635 Master Planning will replace UPCD 630 Urban Info Systems

2) In the Housing and Community Development concentration: new course UPCD 730 Community Development Finance will replace UPCD 622 Citizen Participation

3) Changes in capstones: UPCD 750 Planning Studio (6 credits) will be split into UPCD 750 Planning Studio I (3 credits) and UPCD 651 Planning Studio II (3 credits)

New capstone option: UPCD 752 Professional Planning Report I and UPCD 753 Professional Planning Report II (3 credits each)

Rationale: The recommended curriculum will provide improved instruction in several key areas of professional practice, including qualitative research methods, urban economics, fundamentals of urban real estate markets, and urban design. It is a curriculum that can be delivered with current faculty resources and a modest number of NTTs and reduce the number of substitutions in a student's course of study. Also, students will now be able to choose between the existing group planning studio capstone (split between two semesters to better accommodate working students) and an individual professional planning report option (for students whose schedules do not allow them to coordinate their work with a class or who are interested in pursuing a significant self-directed research project in preparation for possible doctoral studies).

Motion #2 (related to Motion #1)

From: SFE (Urban Planning and Community Development)

Request to create 8 new courses (UPCD 615, 625, 626, 635, 730, 751, 752, 753) and change one course (UPCD 750) to update the curriculum of the MS in Urban Planning and Community Development (see Motion #1).

a. UPCD 615 Urban Real Estate Markets (new course)

Rationale: The MS in Urban Planning and Community Development Program currently does not introduce students to the organization, functioning, and regulation of urban real estate markets which is an essential body of knowledge for professional planners. This course will replace UPCD 611 The City in History as a required core course for all graduate planning students.

b. UPCD 625 Qualitative Methods (Analytical Methods II for Planners: Qualitative Techniques) (new course)

Rationale: PUBADM 621, that has been infrequently offered and focused on the needs of PhD students, would be replaced by UPCD 625 Analytical Methods II for Planners: Qualitative Techniques, reflecting qualitative data collection and analysis techniques used during typical comprehensive planning processes, such as: archival research, oral histories, informal and formal interviewing, resident surveys, participant observation, community photography, body mapping, and focus groups.

c. UPCD 626 Urban Design (new course)

Rationale: UPCD 626 Spatial Analysis for Urban Design will focus on reading, interpreting, mapping, and intervening in the urban environment. This course will introduce students to Geographic Information System (GIS) within a clear planning context. Right now, students are introduced to GIS as a set of tools in search of specific applications. This class will also introduce students to the basic principles and practice of contemporary urban design. This is an essential body of knowledge for practicing planners to possess as more and more towns and cities shift from traditional "Euclidian" zoning to form-based zoning codes which require an understanding of urban design and place-making.

d. UPCD 635 Master Planning (new course)

Rationale: Planners are responsible for assisting local officials in developing comprehensive development plans that provide for the physical infrastructure and social structures needed to support the future development of local communities. This course will prepare students to design and implement comprehensive development plans that integrate economic development, public transportation, and land use plans.

e. UPCD 730 Community Development Finance (new course)

Rationale: The growing income, wealth, and power disparities characterizing American metropolitan regions has made place-based community development an increasingly important municipal activity. Due to cutbacks in domestic spending programs for affordable housing, economic development, and workforce training programs, community planners are having to become much more skillful and imaginative as it relates to the financing of these projects. This course will introduce future planning professionals to the fundamental principles and practice of contemporary community development finance.

f. UPCD 750 Planning Studio I (course change)

Rationale: The overwhelming majority of our students work full-time while pursuing their MS in Urban Planning and Community Development, on a part-time basis, at night. As such, it has been difficult for our students to complete a double-loaded "studio course" which requires intense periods of field work. It has also been difficult for our community partners to make themselves available for consultation on such an intense basis. Therefore, we decided to redesign this 6-credit studio course as a sequence of two 3-credit studios. Under this new arrangement, students will focus on entering the community, research design, data collection and analysis, and goal setting within the newly redesigned UPCD 750 Planning Studio I. The required follow-up course, UPCD 751 Planning Studio II, will focus on plan-making, presentation, adoption, implementation, monitoring and evaluation.

g. UPCD 751 Planning Studio II (new course)

Rationale: The proposal allows graduate planning students, most of whom work full-time, to complete a traditional planning studio project for a community partner by spreading the work out over two semesters. Students will enroll in UPCD 750 Planning Studio I in the fall semester of their final year. During this class they will establish a strong bond with a community-based planning organization. They will also collect and analyze the wide range of data needed to formulate goals and objectives for a planning intervention designed to improve the overall quality of life. In UPCD Planning Studio II, students will formulate a detailed action plan to achieve these goals. In addition, they will engage the community in

shaping all elements of the plan. They will present the plan, secure community approval of the document, design an implementation strategy, monitoring and evaluation schema.

h. UPCD 752 Professional Planning Report I (new course)

Rationale: The UPCD Professional Planning Report I and II will be an alternative capstone option for students whose interests are highly focused and whose time constraints make it difficult to coordinate their efforts with other students in the Planning Studio capstone option. It will provide students whose family and/or work-lives do not give them the flexibility needed to participate in a highly-structured studio course with a more flexible self-directed and faculty-supervised individual field research project.

i. UPCD 753 Professional Planning Report II (new course)

Rationale: Provides students whose work/family life does not permit them to coordinate their schedule with 10-12 students in the typical planning studio with an individual option. It also provides students considering the pursuit of a PhD in planning and/or a related field to gain the experience of designing and implementing a major field-based research project and preparing a significant professional quality report.

DISCUSSION:

“Date” changed to “data” in fifth line on item g.

VOTE: Zoom poll

19 IN FAVOR; 0 OPPOSED; 0 ABSTENTIONS. MOTIONS CARRY.

Motion #3

From: MGS

Request to cross-list GERON GR 603 Statistics I with PPOL-G 604 Statistics I and to cross-list GERON GR 604 Statistics II with PPOL-605 Statistics II.

Rationale: GERON GR 603 and PPOL-G 604 are the same course; students in the two courses are taught together. GERON GR 604 and PPOL-G 605 are the same course; students in the two courses are taught together. Cross-listing will also prevent either department’s section from being canceled for low enrollment if total enrollment is adequate.

VOTE: Voice vote

Motion carries unanimously.

Motion #4

From: CSM (in Curriculog)

Request for a course change to correct an error in Wisner that allows BIOL 672 Directed Readings in Biology to be taken more than once.

Rationale: The course is often used by graduate students to give them 3 credits to conduct the literature review for their thesis or dissertation work. Allowing students to take this multiple times in lieu of standard graduate courses would reduce the background, knowledge, and skills that students would need for completion of their degrees. The description states that students can take this once for a maximum of 3 credits.

VOTE: Voice vote

Motion carries unanimously.

III. Motion from the Academic Affairs Committee (AAC) (Steve Ackerman)

Motion: To request the UMB administration to forthwith apply for the formation of a chapter of Phi Beta Kappa on the campus of the University of Massachusetts Boston"

Rationale: The national honor society Phi Beta Kappa is the most prestigious society representing academic excellence, in the United States. Students accepted into this honor society represent the greatest achievements in academic scholarship, have the distinction of joining an elite cadre of leaders/scholars/artisans/etc., and are recognized world-wide for their accomplishments. To not have this campus represented via a chapter for this society is a disservice to the students and demeaning to the institution and its faculty and staff. Our Amherst campus does have a chapter which applies only to their campus.

Detailed information about this honor society can be accessed at the following url: <https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.pbk.org%2FChapter-Associations%2FStart&data=04%7C01%7Csteven.ackerman%40umb.edu%7C63fbde601afb4210fd5108d9a9f66bf0%7Cb97188711ee94425953c1ace1373eb38%7C0%7C0%7C637727698099943413%7CUnknown%7CTWFpbGZsb3d8eyJWljojMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IkhhaWwiLCJXVCI6Mn0%3D%7C3000&data=NhDWEAzI458HR0GbzmuR0h7naH%2BkSjEEZ5NASE%2FKEc%3D&reserved=0.>

From the web site: "The process by which new chapters are approved is a three-year cycle that begins in January of 2021 and concludes with the approval of new chapters in August of 2024." For this cycle the application process concludes "...with a submission deadline of January 18, 2022." Hence, it is imperative that the administration initiate immediately an application for the establishment of a chapter of Phi Beta Kappa.

DISCUSSION:

There was some discussion about how this would impact the University financially.

VOTE: Zoom poll

14 IN FAVOR; 5 OPPOSED; 3 ABSTENTIONS. MOTION CARRIES.

IV. New Business

No new business.

V. Motion to adjourn

Approved unanimously.



Board of Trustees Report

For Faculty Council, December 6, 2021

Marlene Kim, Faculty Representative to the Board of Trustees and Professor of Economics, UMass Boston



Committee on Academic Affairs and Economic Development (Formerly CASA)

- ▶ Meeting occurred on November 17, 2021
- ▶ There were summit meetings with industry and research facilities
- ▶ There are 100 core research facilities
- ▶ Campus achievements, Data Science for Common Good
- ▶ Established the MS and PhD in Materials Science and Engineering, Umass Amherst.
- ▶ Appointed Dr. Kelleher as Endowed Chair of Umass Chan Medical School



Allocation of Manning's \$50 million gift to UMass

- ▶ \$18 million from the Mannings' \$50 million gift to UMass Amherst's College of Information and Computer Science.
- ▶ \$10 million from this fund to UMass Lowell for endowed chairs
- ▶ Recall \$15 million to UMB Nursing School for student diversity



Enrollment declines throughout UMass (percentage change in 2021 from 2020)

	Total enrollment	First year students	Transfers	Graduate students
All UMass	-3.3	-3.3	-4	4.3
Amherst	0	-3.7	4.4	
Boston	-4.7	-0.8	-1.3	
Lowell	-6.7	-8.2	-16.4	
Medical	0			



Solutions UMass is Pursuing

- ▶ International students
- ▶ MA programs
- ▶ Early college enrollment (from high schools)

- ▶ Comment from Board member: Why not send students who are not accepted to UMass Amherst to other campuses?
- ▶ Answer: Amherst is doing this for Dartmouth.

ATC - YEAR IN REVIEW

AY: 2020 - 2021

THE TEAM

Ex-officio Members:

Hannah Sevian (Provost Office), Jeffrey Dusenberry (IT-Research Computing), Yueqing Chen (Library) & Apurva Mehta (ACIO IT)

Foad Mahdavi Pajouh	CM
Aroon Manoharan	MGS
James Soldner	CEHD
Janna Kellinger	CEHD
Shan Jiang	CM
Suha Ballout	CNHS
Lusa Lo	CEHD
*Andrew Perumal [Chair]	CLA
Zong-Guo Xia	SFE
Margaret Hart	CLA
Kenneth Fletcher	CSM
Brian White	CSM
Travis Johnston	FSU rep
Youseff Fannichi	student rep

PROJECTS / ACTIVITIES

- Opening of Blackboard course shells 3 days prior to the start of the semester.
 - After reviewing pros and cons and hearing from our student body, this change was implemented for the Spring 2021 term. Students now have access to their Bb course shells 3 days prior to the start of the semester.
- Student access to Technology and Resources to support remote learning.
 - [Chromebooks](#), Software, [CloudPc](#)
- Blackboard Migration to the Cloud
 - Allows us to upgrade to newer version of Blackboard
 - Faculty can access 3 years data

PROJECTS / ACTIVITIES

- [BeaconFlex – Pilot in Spring 2021](#)
- The build-out of classrooms to support BeaconFlex for Fall 2021
- Review and Selection of Proctoring Solutions, to support one solution
 - [Respondus Monitor](#) and Honorlock
- Return to Campus [Fall 2021] – Technologies that we would continue to use and support

PROJECTS / ACTIVITIES

- Return to Campus [Fall 2021] – Technologies that we would continue to use and support
 - [Zoom Cloud Recording](#)
 - [Pronto](#)
 - [Breakout Rooms in Zoom](#) – Students can choose or pre-assign
 - Assessment/Tests in Bb – draw from a pool of questions based on topic (randomized)
 - Feedback based on incorrect response
 - [Turnitin](#) – issues with connectivity between Turnitin and Bb
 - Accommodations when using Zoom – captioning services in a breakout room.
 - [Google Forms](#) – can turn these into tests and fun activities
 - Seminar/meeting rooms equipped with AV that allows for remote and in-person meetings
 - Communication/collaboration IM based tools: Slack channels, Discord, Pronto(recommended)

RECOMMENDATIONS TO FACULTY COUNCIL

- [BeaconFlex](#)
 - That this modality for teaching continues beyond the pandemic
 - Faculty NOT be mandated/required to teach in this modality
 - That faculty get the appropriate training (eLearning) and support (VDA) if they do teach in this modality
 - That the emphasis remains equity in student access to and participation in engaging learning environments
- Returning to Campus
 - That the TEACH Team offers a set of workshops in late summer to help faculty return to campus
 - That faculty be encouraged to use electronic tools for exams/tests/assessment - as they did during remote instruction
- That ALL course evaluations be completed using either Evaluation Kit or [Qualtrics](#) – hence no paper-based evaluations
- That Bb course shells continue to be made available between 3 and 5 days prior to the start of the semester.

PRESENTATIONS

- Library – An Overview of [UMBrella](#)
 - An overview of UMBrella search and discovery tool
 - UMBrella updates
 - UMBrella migration to PrimoVE, GoLive January 2021
 - New request function: allows patrons to place hold request on library items within UMBrella for curbside pickup, rollout in November 2021
- Library – A New Service - [LEAN Library](#)
 - Lean Library demo, a new tool that makes accessing library subscribed full-text content easier
 - Library purchased the tool in March following the trial due to positive responses from faculty

LOOKING FORWARD

- Support for multiple modes of instruction [F2F, Online, Hybrid, Remote & BeaconFlex]
- Implementation of the Open Education Resources (OER) program
- The migration away from Scantron to online tests/exams using Blackboard & Gradescope
- Course Evaluation System – use of Evaluation Kit or Qualtrics
- Investment in Microphones for faculty to checkout from AV Offices

LOOKING FORWARD

- Continuation of the 'TEACH' Fall 2021 Team Meetings/Presentations
- Survey Students on their preference on modality of Teaching & Learning
- Funding the investment in Technologies
- Providing Real-Time Support for Exams in Blackboard

Defending Academic Freedom to Teach about Race and Gender Justice and Critical Race Theory

A Faculty Council Resolution Proposed by
The Cypher at UMass Boston
December 13, 2021

A Faculty Council Resolution Proposed by The Cypher at UMass Boston

- **Amy E. Collinsworth**, Graduate Program Manager, Leadership in Education, Higher Education Program PhD student
- **Oscar Lanza-Galindo**, Higher Education Program PhD Student
- **Tracy L. Morin**, Higher Education Program PhD Student
- **Tara L. Parker**, PhD, Department Chair, Leadership in Education, Professor of Higher Education
- **Velina Batchvarov**, Student Success Program Coordinator, College of Science and Mathematics Dean's Office, Higher Education Program PhD Students

LEADERSHIP IN EDUCATION DEPARTMENT

COMMITTED TO ORGANIZATIONAL
CHANGE FOR RACIAL JUSTICE

ABOUT

Since its founding in 1993, the Department of Leadership in Education at UMass Boston has pursued a social justice mission that continues to shape its educational practices, research agendas, and public outreach efforts. The Department's long history of anti-racist work has produced deep connections with communities of educational leaders in the city and region.

Organizational
Change

Equity

Social & Racial
Justice

Collaborative
Leadership

LEADERSHIP IN EDUCATION DEPARTMENT

OUR PROGRAMS

Educational Administration (MED/CAGS)

Higher Education (EdD/PhD)

Urban Education, Leadership, and Policy Studies (EdD/PhD)

52%

Students
of Color

~20

MEd/CAGS
Students

~140

Doc Students
in Dept

250+

PhD/EdD
Grads

11

Full-Time
Faculty

2

Full-Time
Staff

LEADERSHIP IN EDUCATION DEPARTMENT

COMMITTED TO UMB'S MISSION

**RETENTION &
DEGREE
COMPLETION
RATES WELL
ABOVE
NATIONAL AVG
& AVG FOR
EDUCATION**

**COMMUNITY-
ENGAGED
SCHOLARSHIP
THAT
RECOGNIZES
ASSETS OF
COMMUNITIES
OF COLOR**

**SOCIAL
JUSTICE
IS NOT A
BUZZ
WORD**

THE CYPHER

began gathering in June 2020 following the murder of George Floyd & is an **organic gathering** of 70+ practitioners & scholars (students, staff, and faculty) in the Department of Leadership in Education. We are committed to **taking action against racism & the perpetuation of whiteness** at the University of Massachusetts Boston

RACISM

EXISTS AS A SYSTEM AND AS STRUCTURES THAT USE RACE TO ADVANTAGE AND EMPOWER SOME (WHITES) AND DISADVANTAGE AND DISEMPOWER OTHERS (PEOPLE OF COLOR)

WHITENESS

THE POLICIES, PRACTICES, AND INSTITUTIONAL NORMS THAT PROTECT, SUSTAIN, AND REPRODUCE THESE ADVANTAGES

THE CYPHER

To be **anti-racist** then is to take deliberative action to **disrupt** policies, practices, and norms that maintain **whiteness**

1 REFLECT ON OUR OWN ROLES & LEARN FROM EACH OTHER IN FIGHT FOR RACIAL JUSTICE

REGULAR CYPHERS WITH ROTATING HOSTS & DIFFERENT TOPICS

2 ADVOCATE & BUILD CAPACITY FOR ADDRESSING WHITENESS & RACISM AT UMB

THE CYPHER REPORT & DEMANDS OF UMB (AUG 2020)

THE CYPHER PRESENTS (SEPTEMBER 2021)

FITNESS FOR THE RESISTANCE (ONGOING)

3 BUILD COALITIONS OF SUPPORT FOR ANTI-RACISM EFFORTS ACROSS UMB

CONSULTING, PARTNERING WITH AND SUPPORTING THE ETHNIC INSTITUTES, THE UNDOING RACISM ASSEMBLY, & UNIONS, AMONG OTHERS

SPONSORED BY THE COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT'S RACIAL JUSTICE FUND

THE CYPHER PRESENTS...

AN ACADEMIC 'VERZUZ' BATTLE

TUESDAY, SEPTEMBER 21ST 6PM EST.

CLICK TO REGISTER

RENEE GRAHAM
OPINION COLUMNIST AND ASSOCIATE EDITOR FOR THE BOSTON GLOBE
MODERATOR

CHARLES H. DAVIS III
ASSISTANT PROFESSOR IN THE CENTER FOR THE STUDY OF RACISM AND POSTSECONDARY EDUCATION, UNIVERSITY OF MICHIGAN

JULIA MCKIA
CITY COUNCILOR, AT-LARGE BOSTON CITY COUNCIL

IRISH PATEL
PROFESSOR OF EDUCATION, FOUNDATIONS, ORGANIZATION, AND SOCIETY, UNIVERSITY OF PITTSBURGH

LORNA RIVERA
ASSOCIATE PROFESSOR & DIRECTOR, GASTON INSTITUTE FOR LATIN COMMUNITY DEVELOPMENT & PUBLIC POLICY AT UMASS BOSTON

SUPPORT BIPOC FACULTY & STUDENTS

HELP THE LEADERSHIP IN EDUCATION DEPT AT UMASS BOSTON

#DOBETTERUMB

FOLLOW: @UMBCYPHER

1

The Cypher Report Demands for Change, Hope for the Future

A report produced by members of The Cypher in the Department of Leadership in Education

August 2020

On behalf of the 67 students, faculty and staff members of The Cypher in the Department of Leadership in Education, who worked throughout the summer on issues of racism and whiteness in higher education in general and at the University of Massachusetts Boston in particular, we humbly submit this Cypher Report to Chancellor Marcelo Suárez-Orozco. While this report addresses racism at the university level, members of The Cypher recognize that our work does not begin or end here. In an effort to build capacity and sustainability, we will also continue to work individually and collectively toward anti-racism and away from the embedded whiteness at the University, in the College of Education and Human Development, in our own Department of Leadership in Education, and within ourselves. This report is only one step in our ongoing work toward racial justice.

The Cypher
As a department of Leadership in Education, we have promoted and demonstrated social justice in our curriculum, our research, our faculty hires, and our admissions processes. The Cypher reaffirms this commitment to social justice and more specifically, it pushes us even further to demonstrate a commitment to anti-racism. The term Cypher comes from the hip-hop community where a circle of freestyle rappers come together to share lyrics, knowledge and history. We call our circle of practitioners and scholars The Cypher to indicate an organic gathering of nearly 70 students, faculty and staff from the Department. Since June 1, 2020, following the murder of George Floyd, we have come together on a weekly basis to reflect on roles as current and future leaders in education and work in actively changing the

Join us at The Cypher Film Short Screening & Discussion

prepare for a new semester; recommit to racial justice

Black Lives Matter

This week's Cypher is hosted by doctoral students
Karl Bell and Oscar Lanza-Galinda

Thursday, September 3, 2020 at 5 pm

Fitness For the Resistance: Fall 2021

Getting started | Our Community | Meet

Send to | Immersive Reader

Getting Started

What is Fitness for the Resistance?

We are a group of people who aim to prioritize consistency in self-care as we work against racism and systems of oppression and the value of creating an inclusive space for us all to celebrate joy, share struggles, and remind each other to take care of ourselves.

The Department of Leadership in Education at UMass Boston is where many of us call home, but our Fitness for the Resistance is wide.

What is the 8-week Self-Care Consistency Challenge?

For 8 weeks (October 17 - December 13), we will help you establish (or continue!) a self-care routine that works for you, primary source for resources, motivation, and community. Be sure to check out the [Self-Care Resources](#) page for app recommendations.

Our SharePoint site is where you'll find new content each week that focuses on a different topic. For example, week one self-talk, week two focuses on the practice of meditation, week three will help you improve sleep, and so on. In addition, [Blog](#) and provides a platform to stay engaged with others in this community!

In addition, each time we organize a challenge, we identify an organization or social justice cause for which we aim to raise funds. We are supporting the Lucia Mayerson David Endowed Scholarship Fund at UMass Boston. This award supports their native language and who have participated in programs developed or created by Lucia for students in Boston at the University of Massachusetts Boston. You can show your financial support by purchasing some awesome Fitness For the Resistance gear.

How do I Participate?

The Resolution: Defending Academic Freedom to Teach About Race and Gender Justice and Critical Race Theory

- Response to legislative proposals censoring discussions of racism
- Over 70 organizations, including AAUP and AACU, issued a joint statement opposing legislative proposals reaffirming commitment to academic freedom
- UMass Boston has a mission to be "a vibrant, multi-cultural educational environment [that] encourages our broadly diverse campus community to thrive and succeed".
- UMass Boston has a responsibility and opportunity to help build equity and social justice.

Why is this Resolution Needed?

- Protect Academic Freedom and Faculty Autonomy
- Uphold UMass Boston's mission and values
 - Inquiry, Creativity, and Discovery
 - Transformation
 - Diversity and Inclusion
 - Engagement
 - Urban Commitment

Our Ask of You Today:

We request that the UMass Boston Faculty Council resolutely reject any attempts by external bodies to the faculty to restrict or dictate university curriculum on any matter, including matters related to racial and social justice, and will stand firm against encroachment on faculty authority by the legislature or Board of Trustees.

Executive Orders

- Executive Order, Sept. 2020
 - President Trump signs order
 - Passing reference to Higher Education
 - Iowa and University of Illinois suspend programs
- Executive Order, Jan. 2021
 - President Biden signs new order rescinding President Trump's order

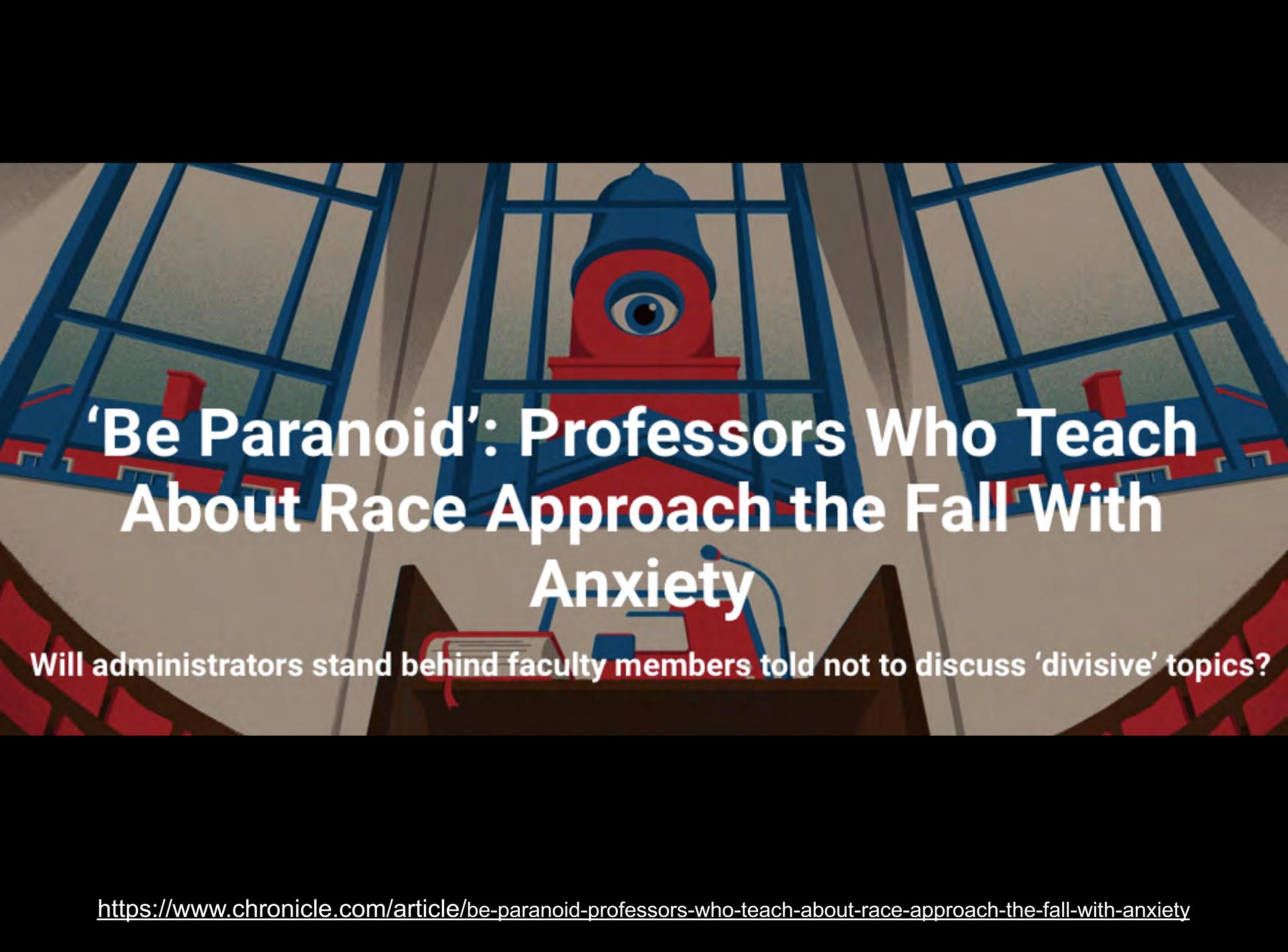
States Move on Trump's Executive Order

- State legislation expands on the Sept 2020 Executive order
- 14 states (Idaho, Oklahoma, Tennessee, Texas, Iowa, New Hampshire, South Carolina, Arizona, and North Dakota) have passed legislation. Arizona's legislation was overturned in November by the Arizona Supreme Court.
- At least 10 more states and counting plan to introduce similar legislation
- Iowa State University
 - University Outcomes may violate state legislation
- Oklahoma City Community College
 - Suspends required course in Respiratory Services Program

Academic Freedom Impact

Legislation mostly bans the discussion, training, and/or orientation that the U.S. is inherently racist as well as any discussions about conscious and unconscious bias, privilege, discrimination, and oppression. These parameters also extend beyond race to include gender lectures and discussions

- Create fear of discussion
- Create Censorship
 - Publications and research
- Nikole Hannah-Jones
 - Tenure and Cultural Wars in Higher Education

An illustration of a lecture hall. In the center, a large, stylized eye with a blue iris and black pupil is mounted on a red pedestal. The eye is framed by blue window panes. Below the eye, a red podium with a blue microphone and a red book is visible. The background shows blue window frames and red architectural details.

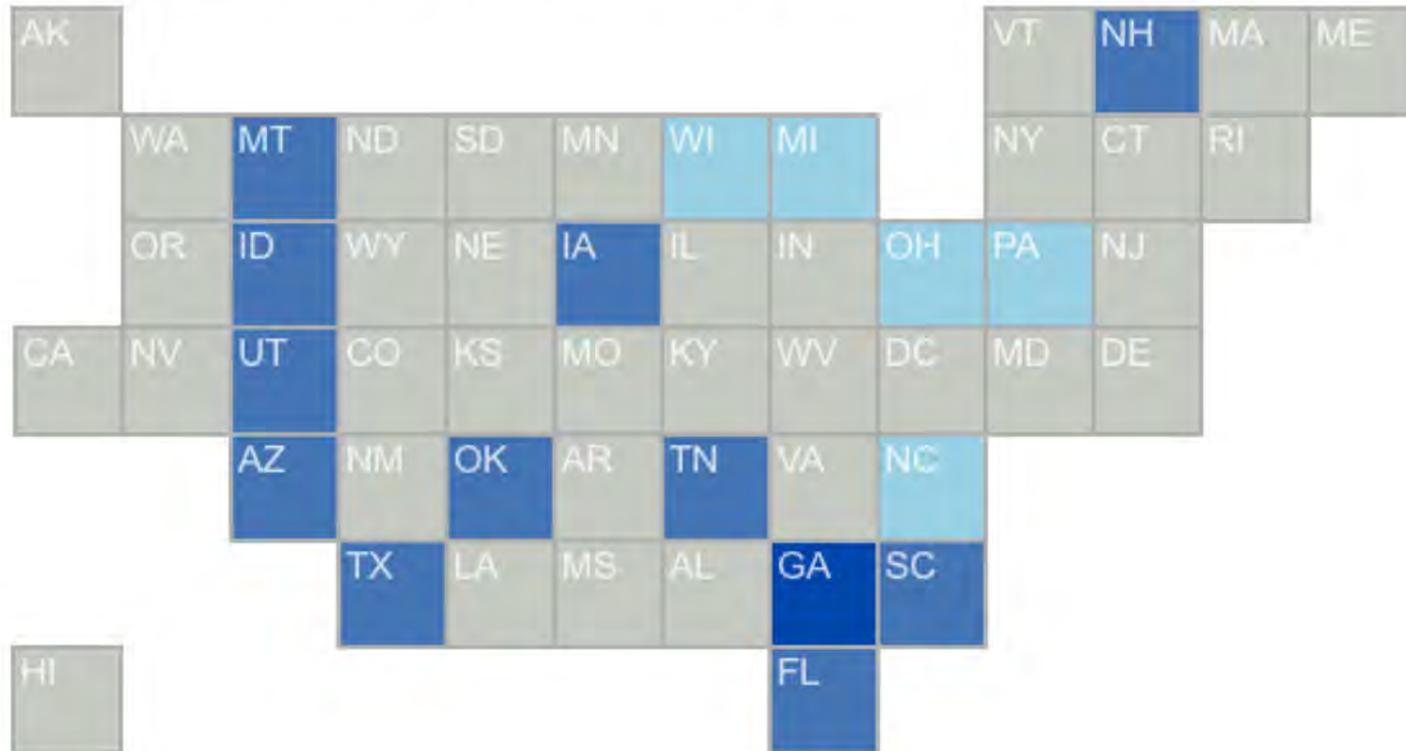
'Be Paranoid': Professors Who Teach About Race Approach the Fall With Anxiety

Will administrators stand behind faculty members told not to discuss 'divisive' topics?

LAWS REGULATING CRITICAL RACE THEORY

None Legislation in progress Law passed / rule enacted

Note: States labeled "none" may include places where bills have been prefiled for next legislative session.



Source: The Brookings Institution, Chronicle reporting on efforts as of August 11

<https://www.chronicle.com/article/these-states-are-taking-aim-at-talking-about-race>

The chilling effects of NH's new 'divisive concepts' law

By John Greabe Aug 14, 2021 Updated Sep 20, 2021 



Much critical commentary on the so-called “divisive concepts” provisions in this year’s budget legislation — the label comes from language in an earlier version of the bill — has focused on their content- and viewpoint-based restraints on speech. These speech restrictions prohibit state public employers, including public K-12 school teachers, from (among other things) instructing that persons are “inherently superior or inferior to [others]” “inherently racist or sexist,” “should be discriminated against,” or “should not attempt to treat others equally” because of their “age, sex, gender identity, sexual orientation, race, creed, color, marital status, familial status, mental or physical disability, religion, or national origin.”

Teachers in New Hampshire face new legal threats for teaching so-called 'divisive concepts' on race: 'It's psychological warfare'

The law is meant to ban "divisive concepts," but restricts how educators teach.

By **Haley Yamada**

November 16, 2021, 7:45 PM • 8 min read



<https://abcnews.go.com/US/teachers-hampshire-face-legal-threats-teaching-called-divisive/story?id=81213142>

New Hampshire Turns Students, Parents Into Bounty Hunters for Teachers Who Discuss Racism

By Vivian Kane | Nov 15th, 2021, 4:56 pm

13 comments

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nate bowling (the state will not protect us) ✓

@nate_bowling



"Moms for Liberty" with a speech bounty for teachers. Perfectly normal country.

we've got \$500 for the person that first successfully catches a public school teacher breaking this law.

Students, parents, teachers, school staff... We want to know! We will pledge anonymity if you want.

[The Free State](#) @FreeStateNH · 22h

Public school teachers that teach critical race theory in New Hampshire will now lose their jobs and licenses.

[Show this thread](#)

N.H Education Department launches system for parents to lodge discrimination complaints against teachers

New Hampshire Public Radio | By [Sarah Gibson](#)

Published November 10, 2021 at 4:31 PM EST

9:28 AM · 11/12/21 · [Twitter for Android](#)

8:01 AM · Nov 13, 2021



♥ 2.9K 💬 228 ↗ Share this Tweet

<https://www.themarysue.com/new-hampshire-critical-race-theory-bounty-hunters/>

OPINION

Politics — and politicians — cannot be allowed to meddle in public higher ed

It was troubling to see the recent report about a Massachusetts state legislator telling public university administrators whom to hire and fire, and then threatening financial consequences if they did not follow his demands.

By Faculty Senate Steering Committee, UMass Dartmouth Updated August 25, 2021, 1:18 p.m.





Sen. Michael Rodrigues, the chairman of the Senate Ways and Means Committee. (State House News photo by Sam Doran)

EDUCATION / POLITICS

Mysterious budget language suggests rift

Is there a feud going on between Senate budget chief, UMass?



COLMAN M. HERMAN

Jun 2, 2021

FELON



POEMS



REGINALD DWAYNE BETTS

Request for Relief

WHEREFORE Plaintiffs request [redacted] relief

[redacted] equal protection

[redacted] judgment

[redacted] constitutional and statutory rights

[redacted] equal protection

[redacted] judgment

[redacted] Fourth and Fourteenth Amendment rights

A [redacted] judgment [redacted] due process [redacted] equal protection [redacted] rights [redacted]

Respectfully submitted

Concord's Middlesex School invited Nikole Hannah-Jones to speak during Black History Month. Then canceled it

By [Amanda Kaufman](#) and [John R. Ellement](#) Globe Staff,
Updated October 20, 2021, 8:51 a.m.

      220



Nikole Hannah-Jones pictured in July. BENJAMIN NORMAN/NYT

Nikole Hannah-Jones, the Pulitzer-Prize winning New York Times journalist who conceived The 1619 Project, said Tuesday that she was recently disinvited from speaking at Middlesex School, a private boarding school in Concord, during Black History Month.

In a phone interview Tuesday, Hannah-Jones said someone from Middlesex had reached out through a friend in April asking if she would be willing to speak at the school in February 2022. Hannah-Jones said her assistant on Monday forwarded her an e-mail from a person at Middlesex saying she had been asked not to come.

<https://www.bostonglobe.com/2021/10/19/metro/concords-middlesex-school-invited-nikole-hannah-jones-speak-during-black-history-month-then-canceled-it>

The cost of censorship

It costs a lot of money to go to the Middlesex School and MIT. So why doesn't that pay for more open-mindedness?

By **Kevin Cullen** Globe Columnist, Updated October 25, 2021, 5:37 p.m.



Students walked across campus at MIT. ERIN CLARK/GLOBE STAFF

<https://www.bostonglobe.com/2021/10/25/metro/cost-censorship>

<https://www.bostonglobe.com/2021/10/27/business/mit-discuss-academic-freedom-after-canceling-prestigious-lecture-over-professors-views>

MIT to discuss academic freedom after canceling prestigious lecture over professor's views

By **Hiawatha Bray** Globe Staff, Updated October 27, 2021, 4:54 p.m.



The Great Dome on Killian Court at the Massachusetts Institute of Technology (MIT) campus in Cambridge. ADAM GLANZMAN/BLOOMBERG

The Massachusetts Institute of Technology was set to hold a faculty forum on Wednesday in an effort to resolve an intense dispute over academic freedom after the cancellation of a speech by a prominent scientist over his political views.

Dorian Abbot, an associate professor of geophysics at the University of Chicago, had been invited to give the prestigious Carlton Lecture, sponsored by MIT's Department of Earth, Atmospheric and Planetary Sciences (EAPS) and open to the general public. Abbot was slated to speak about the prospects of finding life on other planets.

But Abbot's selection drew intense opposition from other scholars because of his outspoken opposition to policies aimed at increasing racial and gender diversity at universities. In August, Abbot co-authored an article in Newsweek in which he wrote that the diversity and equity movement "violates the ethical and legal principle of equal treatment."

'We Are Here': Debates over teaching history in R.I. exclude Native people, Indigenous parents say

State social studies standards do not stipulate that schools teach specific aspects of Native history or culture, said the Rhode Island Department of Education, instead leaving those decisions up to districts

By Asher Lehrer-Small Updated November 23, 2021, 6:00 a.m.



We acknowledge that UMass Boston is situated on the homeland of those who walked here before us and those who still walk here, keeping in mind the integrity of this territory where the Native peoples identify as Massachusett, as well as their relatives and neighbors, tribes of the Nimpuc and Wampanoag and their descendants.

*UMass Boston's
Land Acknowledgement*

<https://www.bostonglobe.com/2021/11/23/metro/we-are-here-debates-over-teaching-history-ri-exclude-native-people-indigenous-parents-say>

Florida Faculty Stand Up For Academic Freedom

When the University of Florida told three professors that they couldn't testify against a voter-restriction law championed by Gov. Ron DeSantis, the United Faculty of Florida sprang into action. Faculty's right to academic freedom and free speech are at stake.



Resolution: Defending Academic Freedom to Teach About Race and Gender Justice and Critical Race Theory at UMass Boston

RATIONALE:

WHEREAS state legislative proposals are being introduced across the United States that target academic discussions of racism and related issues in American history in schools, colleges and universities; and

WHEREAS the Red Book and the Faculty Staff Union collective bargaining agreement affirms the importance of academic freedom to the proper functioning of universities; and

WHEREAS the American Association of University Professors' [1940 statement of Principles on Academic Freedom and Tenure](#) also affirms the importance of academic freedom to the proper functioning of universities; and

WHEREAS faculty have primary responsibility for the curriculum at their universities, as stated in the UMass Boston Faculty Council Constitution and UMass Board of Trustees governance document T73-098; and

WHEREAS the term “divisive” is indeterminate, subjective, and chills the capacity of educators to explore a wide variety of topics based on subjective criteria that are inapposite from the goals of education and the development of essential critical thinking skills; and

WHEREAS educating about systemic barriers to realizing a multiracial democracy based on race or gender should be understood as central to the active and engaged pursuit of knowledge in the 21st century to produce engaged and informed citizens; and

WHEREAS over seventy organizations, including the American Association of University Professors (AAUP) and the Association of American Colleges and Universities (AACU), issued the [Joint Statement on Legislative Efforts to Restrict Education about Racism and American History](#) (June 16, 2021) stating their “firm opposition to a spate of legislative proposals being introduced across the country that target academic lessons, presentations, and discussions of racism and related issues in American history in schools, colleges and universities . . . In higher education, under principles of academic freedom that have been widely endorsed, professors are entitled to freedom in the classroom in discussing their subject. Educators, not politicians, should make decisions about teaching and learning”; and

WHEREAS the University of Massachusetts Boston’s [mission](#) is to be “a vibrant, multi-cultural educational environment [that] encourages our broadly diverse campus community to thrive and succeed”; and

WHEREAS the University has [implemented](#) Black Lives Matter Day, “a day dedicated to those who have been unjustly harmed and/or killed as a result of police brutality, acts of anti-Black racism, and systemic oppression”; and

WHEREAS Chancellor Suárez-Orozco has [implemented](#) the observance of Indigenous Peoples’ Day on our campus, “a day on which we remember the lives, cultures, and communities lost to colonialism, which has imposed itself upon tribal lands that Native people called home long before we did;” and

WHEREAS Chancellor Suárez-Orozco’s statement on Juneteenth affirms the importance of racial and social justice and reminds us of the “monumental challenge that we as a community must address as we work toward becoming an antiracist and health-promoting university;” and

WHEREAS, in a nation that has for centuries struggled with issues of racial inequity and injustice, many students do not have adequate knowledge of BIPOC and LGBTQI history and the policies that contributed to inequities, the University of Massachusetts Boston has a responsibility and opportunity to help build equity and social justice.

THEREFORE BE IT RESOLVED that the UMass Boston Faculty Council resolutely rejects any attempts by bodies external to the faculty to restrict or dictate university curriculum on any matter, including matters related to racial and social justice, and will stand firm against encroachment on faculty authority by the legislature or the Board of Trustees.

BE IT FURTHER RESOLVED that the Faculty Council stands with our K-12 colleagues throughout the country who may be affected by this pernicious legislation when they seek to teach the truth in U.S. history and civics education.

BE IT FURTHER RESOLVED that the Faculty Council calls upon President Marty Meehan, Chancellor Marcelo Suárez-Orozco, and Provost Joseph Berger to affirm that they reject any attempts by bodies external to the faculty to restrict or dictate university curriculum on any matter, including matters related to racial and social justice, and will stand firm against encroachment on faculty authority by the legislature or the Boards of Trustees.

BE IT FURTHER RESOLVED that the Faculty Council affirms the [Joint Statement on Efforts to Restrict Education about Racism](#), authored by the AAUP, PEN America, the American Historical Association, and the Association of American Colleges & Universities, endorsed by over seventy organizations, and issued on June 16, 2021.