



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

University Governance
Faculty Council

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

September 11th, 2023

Minutes for Monday, September 11, 2023 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), Eugene Gallagher (SFE), Priscilla Gazarian (CNHS), Phil Gona (CNHS), Mohsin Habib (CM), Sana Haroon (CLA), Shaman Hatley (CLA), Lisa Marie Heelan-Fancher (CNHS), Tyler Hull (CM) Richard Hunter (CLA), Larry Kaye (CLA), Janna Kellinger (CEHD), Robert Kim (CM), Harry Konstantinidis (CLA), Nelson Lande (CLA), Lusa Lo (CEHD), Alex Mueller (CLA), Timothy Oleksiak (CLA), Amit Patel (MGS), Neil Reilly (CSM), Jason Rodriguez (CLA), Niya Sa (CSM), Jeffrey Stokes (CNHS), Amy Todd (CLA), Gretchen Umholtz (CLA), Tony Van DerMeer (CLA), Zong-Guo Xia (SFE), Wenfan Yan (CEHD)

Members absent: Edward Ginsberg (CSM), Abdelkrim Mouhib (CLA)

Representatives present: Caroline Coscia (FSU), Jonathan Vega-Martinez (GEO), Kaushar Barejiya (USG)

I. Approval of the Agenda

Motion Approved

II. Motion to approve the 05/01/2023 minutes

Motion Approved

III. Welcome and Congratulations

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

Email References:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Rationales: 1) The material covered in SOCIOL 600 is now adequately covered in other courses. 2) Currently, only quantitative methods training (SOCIOL 651) is required. Requiring qualitative methods as well (SOCIOL 609) would enhance student training and better prepare them for diverse job markets. Classical theory is foundational. MA students are going into workplaces and PhD programs that require them to apply contemporary theory to data. By adding to students' conceptual toolkits, requiring SOCIOL 607 Contemporary Theory increases students' preparation for various career paths that ask them to explain patterns in data. Reducing the electives by 3 credits brings the program into closer alignment with other MA programs on campus. 3) All students in recent memory completed the SOCIOL 694 capstone option. This option is a concentrated research course (6 credits) where students produce an empirical paper and provides much more structure and support to students in completing their capstone than the master's thesis. Two faculty members teach the course and students are given a lot of hands-on guidance on the development of their research. The empirical paper they produce is a solid foundation for future Ph.D.-level research or for a career in research. Ph.D. programs look for high-quality empirical writing samples but not necessarily for theses. The Comprehensive Exam option is also a poor fit for students in the Applied MA, which is very much a research-training program.

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

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

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

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

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

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

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

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

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

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

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

Request for a course change to VISN 628 Orientation and Mobility Praxis Lab, to increase the credits from 1 to 3. This course is an in-person course offered during the summer where students learn all aspects of teaching a 4

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

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

All Motions Approved

VI.

General Education Committee

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

Subcommittee Chairs and General Education Officers

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

Hadi Banat, Director, English as a Second Language Program, CLA (English)

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

Distribution Subcommittee

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

Diversity Subcommittee

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

Quantitative Reasoning Subcommittee

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

Lin Zhu, CLA (Communication), (2021-24)
Karen Crouse, CSM (Mathematics), (2023-24)

Seminars Assessment Subcommittee

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

Writing Proficiency Subcommittee

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

Discussion: One member asked if there are as many committees and sub-committees of this size at other campuses? The answer was no, but this is how it has been structured since the creation of the GenEd committee and has allowed for efficient distribution of tasks and responsibilities.

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

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

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

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

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

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

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

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

Discussion: The main concern raised with this issue is that the web site was not prepared for launch to the public: a lot of information that was previously available is either missing or incorrect on the new version; the initial design seemed limited to a perspective audience, not functional for current students or faculty; and also, departments lost control of their own content. It was stated that, yes, the redesign looks nice, and it *is* headed in a good direction, the big question left is “why is this website live?”

Megan Sullivan, VC for Marketing Engagement, joined the conversation to give an overview on the context of the launch. In the old version there were roughly 25,000 pages versus what a (normal) university typically has (1,000 pages). The web redesign started around 2 years ago and then, around 40% of the pages were not working. The content management system was not properly able to handle the volume of the number of pages, so this led to the search for a new content management platform for a new optimization. In addition, they hired a new content design company, Carnegie, to outsource creativity and work for the new design. Once all of this had been established, they worked to reduce the number of pages and “clean-up” the web site for the new launch. Eventually, the decision to go live was made once there was a certain level of optimization. The idea behind this was essentially to begin to get audience feedback.

As the process moves on, editors have been established for each college that will be in charge of “publishing” any new changes or content made to the website. In addition to this, many departments will receive training as “contributors” who can create and edit content, for the editors to publish once reviewed.

Resolution passed with 25 votes

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

Discussion: Looking for faculty and student participation for the discipline and grievance committee. One member asked if punitive sanctions are still in place. The answer is yes, by faculty, but students have the right to appeal them. The committee and the students involved will be required to attend training on Academic Integrity. It would also be a good insight to consider the ways that we can bring in more restorative justice policies in terms of support to our students.

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

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

1. Impress upon students that we seek to continually refine our teaching and, in that endeavor, we seek and value their feedback on our pedagogy. In other words, convey to them that their feedback is crucial to our ongoing development as instructors.
2. Provide a sufficient period of time for students to complete their course evaluation (whether in person or online) and send reminders (for the online evaluations, in particular), to maximize the number of students completing the evaluations.
3. We recommend conducting a brief and informal (but anonymized) evaluation, perhaps 4 weeks into the semester, in order to make adjustments to pedagogy, based on student feedback. This practice also demonstrates to students that we “hear” them and are responsive to their suggestions and concerns.
4. We encourage departments to make sure that the questions on their evaluations elicit responses about the *quality of instruction* and the *achievement of learning outcomes* articulated for the course.
5. Responses can be scored on a spectrum of “Excellent” through “Poor” (with other choices along the spectrum being “above average,” “average,” and “below average”) or a numerical scale of 1 – 5 (with 1 representing “excellent” and 5 representing “poor”).
6. We strongly recommend that when conducting annual AFR reviews, DPCs invite and comment on the teaching materials (syllabi and assignments) in addition to the teaching evaluations of their colleagues. This practice is especially important for faculty in their pre-tenure years so that they receive formative feedback on their teaching materials.
7. We encourage teaching observations by peers and mentors, as there is strong evidence to suggest that this practice stimulates discussion of effective pedagogy among colleagues and contributes to the improvement of teaching. Reciprocal classroom observations, in particular, facilitate meaningful

dialogues among colleagues. At any stage of a faculty member's career, classroom observations provide valuable opportunities for discussion of impactful pedagogical techniques; for pre-tenured faculty, they can provide rich insights into how best to implement effective pedagogical techniques for our students. The Office for Faculty Development can help departments implement thoughtful and responsible observation practices.

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

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

Discussion: These points are meant to be broad recommendations that can be adopted university wide. Many of these points are only just a starting point. We can think about other ways for Faculty AFRs to speak about their contributions to their own quality of teaching. Conversations have been held at the department level with Dean Srikanth and produced rich conversations out of it. Ultimately, the end point of this task force is to have a broad set of guidelines as a rubric that provides guidance and flexibility at the department level.

One faculty member asked is there a correlation between early and mid-semester (informal) evaluations and better grades in the long run? Are we consistent with the metrics we use that qualify good teaching and not-so good teaching? The response on this was grades don't always reflect learning. Our report points out that students aren't unbiased and uninformed when it comes to what is good teaching. Once again this is a recommendation. It serves two points, communicating to students that we're working together, and to demonstrate that we are constantly examining our own pedagogy. This may have consequences and impacts that are not exactly quantifiable, but it may communicate that we're paying attention to what is happening.

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

While there may be differing policies and approaches to Large Language Model (LLM) generators, which include AI writing tools like ChatGPT, we believe that it is imperative to state clearly on your syllabus your expectations. As the Curriculum Committee presentation in the May 2023 Department meeting detailed, the unattributed use of ChatGPT (and other related programs) is already covered by *UMB's Student Conduct Policy, Appendix B: Academic Honesty**, but it is important to make that clear to students! As a baseline, please include a statement that makes it clear that citation is always needed with any kind of writing that they don't produce themselves. Here are some options for two scenarios—a class that is not allowing any use of AI writing, and a class that may be using it or allowing some kinds of usage (these are drawn from the different universities' statements linked below). Please also encourage students to check the policies for each course they take, since they may differ!

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

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

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

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

*Appendix B can be found at

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

Q: What's the benefit to the University allowing it in the first place? If it is banned in one class, why could it not be banned in all?

A: This is an issue of Academic Freedom in the classroom. This is the faculty's decision, supported by the university's policies.

**XI. Updates on Two of the Motions/Resolutions of the Faculty Council
November 7, 2022, 1:00-3:00 PM - Resolution on Continuing Development of Africana Studies**

From: Pratima Prasad

Sent: Thursday, August 10, 2023 1:43 PM

To: Jemadari Kamara

Cc: Zong-Guo Xia; Maria Brincker; Fiona L O'Connor

Subject: FW: Africana Studies Faculty Search Process

Dear Jemadari,

As I promised in mid-July, I am writing to give you an update on the status of the Africana Studies search(es). The search committee has selected 8 semi-finalists for the two senior positions and 6 semi-finalists for the one open rank position (all 6 of the latter are qualified for the Assistant Professor rank). The Provost and I have approved all semi-finalists brought forward by the committee. Fiona has forwarded the information to HR. HR will be notifying (if it hasn't already) all 14 semi-finalists that they have been shortlisted and that they will be invited for interviews in fall 2023. I am copying the Zong-Guo Xia of the Faculty Council and Maria Brincker of the CLA Faculty senate; I have kept Zong-Guo as well as Maria abreast of my previous summer correspondence with you as well (below).

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

Best,

Pratima

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

From: University Community Memorandum <University.Community@umb.edu> **Sent:** Tuesday, June 6, 2023 9:47 AM **Subject: McCormack School Joining CLA as a School-within-a-College**
From: University Community Memorandum <University.Community@umb.edu>
Sent: Friday, July 14, 2023 7:54 AM
Subject: Academic Reorganization Update

One member added in that on the new constitution for CLA, in the Faculty Council Constitution there is a clause that Faculty Council should be cautionary of conflict between the Colleges' governance and that a new constitution written into CLA does potentially fit into this category and it should be on the radar going into the future. It should not be approved without Faculty Council approval.

XII. Reports – Maximum of 10 minutes

- Chancellor – Marcelo Suárez-Orozco
 - *Report Attached*
- Provost and Vice Chancellor for Academic Affairs – Joseph Berger
 - *Report Attached*
- Vice Chancellor for Administration & Finance – Kathleen Kirleis
 - *Report Attached*
- Faculty Representative to the Board of Trustees – Sana Haroon
 - *Report Attached*
- Representative from the Faculty Staff Union – Caroline Coscia
 - *Report Attached*
- Representatives from the Graduate Employee Organization – Jonathan Vega-Martinez
 - Wanted to collaborate in a training for Professors with graduate assistants.
- Representative from the Graduate Student Association – Delaney Bowen
- Representative from the Undergraduate Student Government – Kaushar Barejiya & Kaley Whipkey

XIII. New Business

XIV. Motion to Adjourn

Adjourned

The Mass Media

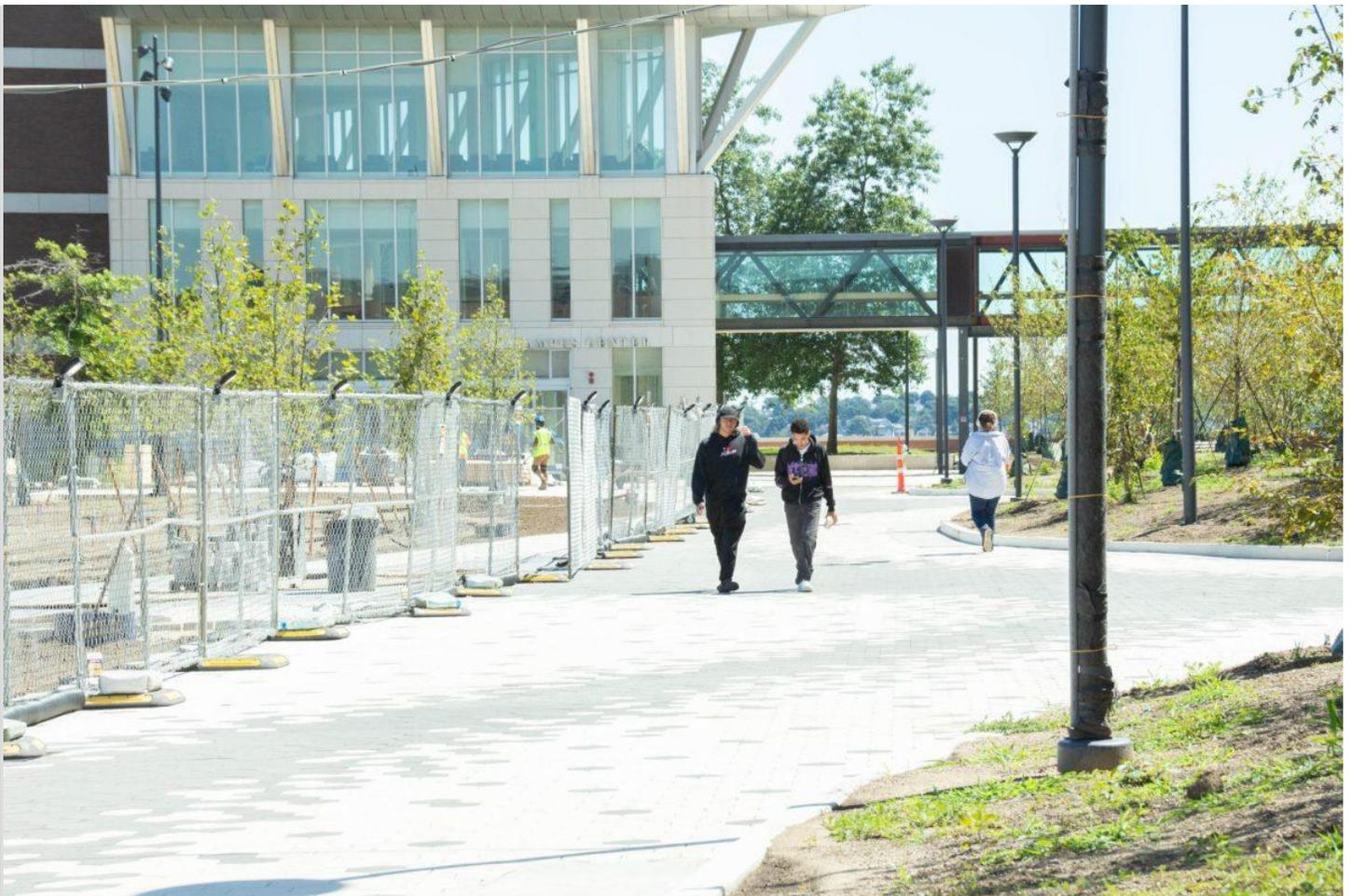
UMass Boston's independent, student-run newspaper

Let's be real: UMass Boston does not make a fantastic first impression

[Elijah Horwath](#), Contributor

August 24, 2023

<https://umassmedia.com/29047/opinions/lets-be-real-umass-boston-does-not-make-a-fantastic-first-impression/>



[Katrina Sanville](#)

Campus construction is in full swing as members of the UMass Boston community walk by. Photo by Katrina Sanville (She/Her) / Editor-In-Chief.

UMass Boston was not my first choice, but it was the least expensive one, even as an out-of-state student. When I first toured campus in April, I was assured that the ugly construction site in the center of campus, while annoying, would be gone by the time classes began in earnest. Now,

that date has shifted to mid-November: just in time for the snow to kill the plants and make the pathways unwalkable.

Having never seen campus before the central buildings were demolished, I'm left to trust that really, campus is much better than it was before—just ignore the crumbling infrastructure, rising costs and lack of transparency. Plastered across campus are signs of the all-important 25-year plan, accompanied by plenty of buzzwords. The new campus will be bold, innovative and sustainable, we promise!

If 12 years of rural New Hampshire public schools taught me anything, it's to never trust any promises made by administrators. Schools of this size are consistently plagued by issues with accountability and communication. In which ways will this new campus be bold and innovative, besides the fact that the new science building has plenty of sharp angles and glass? How will a monoculture courtyard and a parking lot in the middle of campus be sustainable? Will the new buildings be intuitive and accessible for disabled students to navigate? Will any of this improve campus life?

Between the 404 errors and recursive links, it's impossible to navigate the UMass Boston website enough to learn much more information. Instead of having one central page about the Campus Plan, it's split across several outdated pages, and that's not to mention the disparities between the mobile and desktop views. This seems par for the course for UMass Boston. While my experience might be uniquely terrible, I'm inclined to believe that every freshman this year has dealt with the conflicting information spread across seven or eight equally terrible platforms: WISER, the housing portal, Property Boss, the third-party tuition website, My Health Beacon, the UMass Boston website, and the mobile app—which is functionally just a browser with a lighthouse across the header—to name just a few.

Orientation was better, but barely. Presentations focused, first and foremost, on diversity. To UMass Boston's credit, this is rightfully a big deal for many students; diversity makes a campus safer and less stressful, and often increases the quality of education. For many reasons, it was personally a key factor in my decision to commit to UMass Boston. However, after a certain point, it makes me distrustful. Surely if UMass Boston was all it's cracked up to be, there would be much more to brag about, right?

Instead, I hear more about the all-encompassing 25-year plan. After spending more time in McCormack and Wheatley during orientation, I wonder why the renovation of these buildings was not at the top of UMass Boston's priority list. Without knowing what the old buildings looked like before they were demolished, I can't be sure that this wasn't the right call. On the other hand, most students will spend a lot more time in McCormack and Wheatley than in the other buildings. Wouldn't it make sense for these to be the most important renovations?

Those in charge assure the student body that they're listening to student demands, but when has that ever been true? Student governments and student councils ostensibly exist to make our

voices heard, but in practice, they're without substance. Regardless of budget, all schools, even public ones, must make money somehow, and you don't make money by listening to what students want. You make money by drawing in new students, and overcharging the ones you already have.

Don't get me wrong, there's plenty about UMass Boston that I'm excited about. The location, of course, is gorgeous. A stone's throw from the harbor and a short train ride from downtown, UMass Boston's campus strikes the best of both worlds. There are plenty of internships, scholarships and other opportunities, even and especially for first-year students, that are unique to UMass Boston. The food is... not the worst. These benefits aren't nearly enough to discourage my pessimism.

UMass Boston has not made the transition from high school to college easy for me or, I'm sure, any other incoming students. Every established student I've talked to has complained about how painfully bureaucratic it is to schedule classes, apply for work study, pay tuition—the list goes on. More than anything, I worry that all these promises about the 25-year plan will fall through, just like every other thing I've been promised by public schools; my trust has been broken before, and undoubtedly will be again. I hope that UMass Boston proves me wrong.

Joint Discipline and Grievance Committee

TO: Zong-Guo Xia, Chair, Faculty Council

FROM: Jacqueline Fawcett, Chair, Joint Discipline and Grievance Committee

DATE: June 1, 2023

RE: Annual Report AY 2022-2023

As per the Faculty Council By-Laws and Constitution
(https://www.umb.edu/faculty_staff/faculty_council/bylaws_and_constitution)

22. Joint Discipline and Grievance Committee

A. This committee shall:

1. Review and recommend to the Faculty Council and the Student Senate discipline and grievance policies and procedures.
2. Exercise jurisdiction over individual cases as specified in any discipline and grievance policies which may be approved by the Faculty Council, the Student Senate, the Administration and the Board of Trustees.

B. Composition:

1. Voting members: Refer to 10 A.5. Membership. Plus five students chosen by the Student Senate and GSA with the appointment of seats for the two associations based on the proportion of the total number of undergraduate and graduate students on campus; each of these two associations must have at least one representative. One representative from the Professional Staff Association.
2. Non-voting members: Dean of Students ex officio

9. Duties

A. Standing committees shall:

1. Meet at least once every semester;
2. Exercise their powers and duties as prescribed by the Constitution and by these bylaws;

3. Keep and distribute minutes of all meetings. Two copies of all minutes, together with relevant documents shall be placed on file with the Chair of the Faculty Council who shall make them available to inquiring faculty members. One copy of all minutes and relevant documents shall be sent to each of the following: The Chancellor, the Provost, and such others as the Faculty Council may designate;
4. Prepare and submit an annual report by June 1st of each year, and such other reports as may be ordered. Besides reporting on the completed action of the committee, the annual report shall also delineate areas of future concern for the committee;
5. Establish and appoint such subcommittees as are provided by bylaw or as may be deemed necessary provided that the chairperson shall be drawn from the membership of the committee.

COMMITTEE MEMBERSHIP AY 2022-2023

Name	Department/College	Term
Faculty		
Jacqueline Fawcett, <i>Committee Chairperson</i>	Nursing, MCNHS	2021-2024
Maria John On Leave Fall 22	History, CLA	2021-2024
Chandra Yelleswarapu	Physics, CSM	2021-2014
David Patterson Sabbatical	Performing Arts, CLA	2021-2024
Lisa Rivera	Philosophy, CLA	2021-2024
Laura Bozeman	Vision Studies, School for Global Inclusion and Social Development, CEHD	2021-2024
Yijia (Eddie) Zhao Sabbatical	Accounting and Finance, CM	2021-2024
Adenrele Awotona Retired and unavailable spring 23	Urban and Community Studies, SE	2020-2023
Mridula Satyamurti	Chemistry, CSM	2020-2023
Sarah Hamblin	English and Cinema Studies, CLA	2021-2024
Robert Kim	Accounting and Finance, CM	2021-2024
Steven Jackson	Mathematics, CSM	2021-2024
Students		
Jennifer Morgan	Nursing, MCNHS, Graduate PhD	2022-2023
Yohanny Medina Herrera	Nursing, MCNHS, Graduate MS	2022-2023
Charlotte Kyeremah	Physics, CSM, Graduate PhD	2022-2023

Changshuo Fu	Physics, CSM, Graduate PhD	2022-2023
Sachin Gupta	Physics, CSM, Graduate PhD	2022-2023
Bruna Kurtiqi	Accounting, CM, Graduate	2022-2023
Eliana Semaan	Accounting, CM, Graduate	2022-2023
Vincent Briselli <i>Graduated May 2023</i>	Chemistry, CSM, BS/MS	2022-2023
Tobi Baker	Nursing, MCNHS RN-BS Undergraduate	2022-2023
Miriam McClung	Nursing, MCNHS, ABSN Undergraduate	2022-2023
Laura Mignery	Nursing, MCNHS, ABSN Undergraduate	2022-2023
Martin Simmons	Nursing, MCNHS, <i>TBSN?</i> Undergraduate	2022-2023
<i>New for AY 23-24</i>		
<i>Tanvi Makwana</i> <i>Also served on one appeal panel in May 2023 to replace a student who was ill the day of the hearing</i>	<i>Finance, CM, Graduate MS</i>	<i>2023-2024</i>
<i>Evans F. Kyei</i>	<i>Nursing, MCNHS, Graduate PhD</i>	<i>2023-2024</i>

Teal highlighting = Not available during leave or sabbatical or retirement

Gray highlighting = Term expires at end of AY 222-23, Will need new faculty for the committee; ask Dr. Satyamurti if she would like to continue for another term

Regarding Committee Composition: Please note that membership of the Joint Discipline and Grievance Committee has not been consistent with the Bylaws and Constitution during AY 2022-2023. Specifically, the committee includes 11 faculty. Furthermore, students have been recruiting by asking committee faculty members for names of student who are willing to serve on the committee; thus, this provision in the Bylaws and Constitution has not been followed: “students chosen by the Student Senate and GSA with the appointment of seats for the two associations based on the proportion of the total number of undergraduate and graduate students on campus; each of these two associations must have at least one representative.” However, both undergraduate and graduate students have been members during AAY 202202023.

Note also that there has been no representative from the Professional Staff Association and the Dean of Students ex officio (non-voting) has not been involved in committee activities. Despite these issues, the committee has functioned effectively, with our primary activities being membership on student appeals of faculty sanctions for violations of academic integrity.

Our plan is to have Dr. Rosanna DeMarco, Associate Provost, ask if students who have not yet graduated would like to continue on the committee for 2023-2024 Furthermore, if all current faculty members whose terms continue through Spring 2024 wish to continue on the committee, we will already have more than the nine (9) faculty specified in the Faculty Council Constitution. However, the additional member(s) facilitate identification of faculty who are available for appeals panels.

I express my deepest appreciation to the faculty and student members of the Joint Discipline and Grievance Committee who served on at least one appeal panel during this academic year.

I also express my deepest appreciation to Associate Provost Dr. Rosanna DeMarco, who devised a very effective, albeit time consuming process of securing committee members for the multiple appeal panels held during this academic year. I thank Dr. DeMarco for transparency in this process and for her continuing communications with me (as committee chair) for consultation on possible members for the appeal panels as well as for streamlining processes.

Based on discussions with Dr. DeMarco, I would like to recommend revisions for recruitment of committee members and days and times for consideration of appeals in order to standardize planning for hearings (students and faculty) but also due dates for recommendations to the provost and provost to student.

1. Constitute faculty and student committee members ideally during Summer 2023 or the first week of the Fall 2023 semester if not possible during the Summer.
 - a. The Faculty Council will recruit faculty members for the committee to replace any members whose terms expire in Spring 2023 or any who might be on leave in Fall 23 or Spring 24. *Please see the note above about faculty members of the committee.*
 - b. The committee chair and Associate Provost will collaborate to recruit student committee members in collaboration with department chairs. *Please see the note above about recruitment of student members of the committee.*
 - c. Committee members and students should reflect all colleges/schools and many departments to avoid conflicts of interest.
2. Conduct an orientation and training session annually or as needed for committee members to include restorative justice, ethics, Student Code of Conduct, appeal panels processes, College-Department, Associate Vice Provost, Associate Provost process, format of letter of recommendations to Provost; orientation and training will be pre-filmed and streamed with updates for future use.
3. Ask all committee members to be available on specific dates and times each month during the 2023-2024 academic year and dates and times that might be necessary during non-responsible times (first week of June) (although we anticipate avoiding non-responsible times)
 - a. Potential dates and times-See Table below with suggested dates and times for the appeal process

Dates/Times for Appeal Panels – AY 2023-2024	Panel Recommendation to Provost (within 10 business days)	Provost Decision to Student (within 5 business days)
Fall 2023		
October 12 (Thursday) Morning 8:30-9:30 am	October 26	November 2
October 12 (Thursday) Morning 10-11 am	October 26	November 2
October 12 (Thursday) Morning 11:30 am-12:30 pm	October 26	November 2
November 10 (Friday) Morning 8:30-9:30 am	November 24	December 1
November 10 (Friday) Morning 10-11 am	November 24	December 1
November 10 (Friday) Morning 11:30 am-12:30 pm	November 24	December 1
December 26 27, 28, or 29 Afternoon 1-2 pm OR January 3, 4, or 5 Afternoon 1-2 pm	January 12 (or sooner) OR January 19 (or sooner)	January 19 (or sooner) OR January 26 (or sooner)
December 26 27, 28, or 29 Afternoon 2:30-3:30 pm OR January 3, 4, or 5 Afternoon 2:30-3:30 pm	January 12 (or sooner) OR January 19 (or sooner)	January 19 (or sooner) OR January 26 (or sooner)
December 26 27, 28, or 29 Afternoon 4-5 pm OR January 3, 4, or 5 Afternoon 4-5 pm	January 12 (or sooner) OR January 19 (or sooner)	January 19 (or sooner) OR January 26 (or sooner)
Spring 2024		
March 13 (Wednesday) Afternoon 1-2 pm	March 27	April 3
March 13 (Wednesday) Afternoon 2:30-3:30 pm	March 27	April 3
March 13 (Wednesday) Afternoon 4-5 pm	March 27	April 3
April 11 (Thursday) Morning 8:30-9:30 am	April 25 or 26	May 2 or 3
April 11 (Thursday) Morning 10-11 am	April 25 or 26	May 2 or 3
April 11 (Thursday) Morning 11:30 am-12:30 pm	April 25 or 26	May 2 or 3
May 9 (Friday) Afternoon 1-2 pm	May 23	May 30
May 9 (Friday) Afternoon 2:30-3:30 pm	May 23	May 30
May 9 (Friday) Afternoon 4-5 pm	May 23	May 30
June 3 (Monday) Afternoon 1-2 pm	June 17	June 24
June 3 (Monday) Afternoon 2:30-3:30 pm	June 17	June 24
June 3 (Monday) Afternoon 4-5 pm	June 17	June 24

Yellow highlight = prior to pre-registration for next semester

Blue highlight = As early as possible to facilitate student progression based on appeal outcome

Teal highlight = Is this date during spring break?

Green highlight = Depends on when Patriot's Day is

- b. Committee members who have a conflict of interest due to being in the same department or know the student through a personal or academic relationship who is appealing would, of course, recuse themselves from a particular appeal panel.
- c. Committee membership needs to take into account planned sabbaticals or other leaves of absence.

The Joint Discipline and Grievance Committee had recommended that the work of this committee during AY 2022-2023 include meetings and/or email communications with the provost and staff to:

- Enhance communication between the Provost's Office staff and the committee for semester-by-semester reports of violations of academic integrity – these reports should be automatically sent to the committee chair and voting members rather than the committee chair having to ask for the reports.
- Enhance communication between the Provost's Office staff and the committee with regard to formation of and membership of appeals panels.
- These recommendations have been acknowledged and implemented. Specifically, communications with the Provost's Office have focused primarily on scheduling student appeal panels, which have been very effectively organized by Associate Provost Rosana DeMarco. Dr. DeMarco consistently communicated with the committee chairperson to elicit suggestions for committee faculty and student members for appeal panel, as well as regarding organizational issues for appeals.

In addition, the Joint Disciplinary and Grievance Committee had recommended that the work of this committee during AY 2022-2023 continue to include meetings with the provost and staff to:

- Identify a theoretical definition of restorative justice, to be reviewed and approved by the Faculty Council
- Develop an accurate and comprehensive Guidance document that serves as an operational definition of restorative justice, to be revised and approved by the Faculty Council, to the end that all UMass Boston faculty understand the procedures to be followed in instances of violation of academic integrity.
- Identify a range of educational options and other options that are consistent with restorative justice, to be reviewed by the Faculty Council and disseminated to all UMass Boston faculty, to the end that all have knowledge of options for sanctions to be imposed in instances of violation of academic integrity.
- One member of the Joint Discipline and Grievance Committee (Sarah Hamblin) and the Associate Vice Provost for Inclusive Excellence (Lynnell Thomas) served as co-chairs of the Academic Integrity and Restorative Justice Working Group, which worked diligently

during the fall 22 and spring 23 semesters to develop and distribute to all university faculty a document addressing restorative justice and a timetable for implementation of a culture of restorative justice for our campus. See the email sent to all faculty on April 13, 2023, in Appendix 1 and the email sent to all faculty on May 19, 2023, in Appendix 2.

- Revise the Student Code of Conduct to be consistent with the theoretical and operational definitions of restorative justice and gain approval at all appropriate levels of university governance, to the end that all students understand what is expected regarding academic integrity.
- Noteworthy is that no revisions to procedures included in the Student Code of Conduct have been made as of the date of this report (6/1/23).

I express my gratitude to Lynnell Thomas and Andrew of the Provost's Office and Bala Sundaram of the Office of Graduate Studies for the data for violations of academic integrity and disposition of these violations. All data are presented in Appendix 3.

A handwritten signature in cursive script that reads "Jacqueline Fawcett". The signature is written in black ink and is positioned above the typed name and title.

Jacqueline Fawcett, RN; PhD; ScD (hon); FAAN; ANEF
Professor, Department of Nursing
Chairperson, Joint Discipline and Grievance Committee

cc: Dr. Rosanna DeMarco, Associate Provost

Appendix 1



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

Office of Graduate Studies
Campus Center 2-2100
617.287.6400
Graduate.studies@umb.edu

From: VC Academic Affairs <vcaa@umb.edu>

Date: Thursday, April 13, 2023 at 7:46 AM

To:

Subject: Academic Integrity Restorative Justice (AIRJ) working group

Dear colleagues,

In support of UMass Boston's efforts to become an active anti-racist and health promoting institution, the Faculty Council Joint Discipline and Grievance Committee is working with the Provost's Office on a campus-wide initiative aimed at rethinking our institutional approach to academic integrity. In 2021, Provost Berger issued "Guidance for Implementing Student Conduct Appeal Panels at UMass," and some faculty members have also adopted restorative practices in their classrooms. This is an effort to develop a university-wide definition or approach to restorative justice based on best practices and consistent implementation. The broad aim of this project is to develop institutional practices aligned with university guidelines regarding academic integrity that center restorative justice consistently in all stages of the academic integrity process.

The purpose of this email is to inform the campus of this initiative, to propose a general timeline, and to solicit volunteers for various stages of this process.

Overview and Goals

This initiative is a response to the February 25, 2022, memo from Faculty Members of the Faculty Council Joint Discipline and Grievance Committee to Faculty Council (Re: Student Violations of Academic Integrity – Student Code of Conduct Appendix B) that called for a campus-wide, faculty-led committee to perform a comparative analysis of existing models of restorative justice approaches to academic integrity at peer institutions and a comprehensive revision of Appendix B.

The academic integrity initiative is being led by Professor Lynnell Thomas (Associate Vice-Provost for Inclusive Excellence) and Associate Professor Sarah Hamblin (Faculty Council Discipline and Grievance Committee). We are charged with drawing on faculty, staff, and student feedback to restructure approaches to academic integrity across the university so that

they align with the principles of restorative justice; developing resources for supporting academic integrity across the curriculum with a focus on emerging technologies and remote learning environments; and providing professional development and training for faculty based on discipline-specific guidelines and models. The goal is to collaborate with the Office of the Dean of Students and Code of Conduct Review Team to recommend revisions to Appendix B of the Student Code of Conduct. Such revisions are not intended to override faculty or department autonomy, and we are not aiming to mandate a singular or inflexible response to academic integrity violations. Rather, we see these revisions as an opportunity for the university to formulate an institutional approach and for departments and programs to develop their own best practices that are equitable, consistent, and educationally and ethically meaningful.

Projected Timeline

The procedure for revising the university's approach to academic integrity is rooted in the principles of shared governance and aims to be a collaborative process inclusive of many campus voices. As such, we have established an intentionally long timeline that offers multiple stages for feedback and faculty involvement. At this stage, the process will include the following steps:

Campus Notification (early spring 2023): General Aim: Notify the campus community about the university-wide process of rethinking UMB's approach to academic integrity in line with the principles of restorative justice.

1. Guiding Documents (late spring 2023): General Aim: Circulate a guiding document among UMB faculty that explains: current issues with academic integrity at UMB; a summary of what the restorative justice process to academic integrity entails; summaries or models of this approach at other universities.
2. Information Gathering (fall semester 2023): General Aim: Gather input from the broad campus community about academic integrity and restorative justice.
3. Preliminary Draft Proposal (January 2024): General Aim: Develop a preliminary idea of the principles that should guide academic integrity at UMB and how the university might formulate its restorative justice approach to academic integrity based on feedback from the campus community.
4. Campus Conversations (spring semester 2024): General Aim: Identify any points in the approach that require revision; ask departments and programs to begin thinking about how this approach might operate in their specific disciplines.
5. Revised Draft Proposal (September 2024): General Aim: Formulate a relatively finalized set of principles that will guide academic integrity at UMB and a revised draft of the new institutional process for dealing with academic integrity issues based on feedback from campus conversations.
6. Best Practices Documents (fall semester 2024): General Aim: Work with departments and programs to develop general guidelines for addressing academic integrity specific to

their individual needs to formulate broad consistency within programs and across the university.

7. Procedure Revisions (spring semester 2025): General Aim: Formalize the new approach to academic integrity by having revisions to the Student Code of Conduct approved through faculty governance and updating web resources accordingly.
8. Campus Education (spring and fall semesters 2025): General Aim: Center this new approach in the UMB curriculum to foster a new culture around academic integrity, including: working with faculty and program directors for Gen Ed courses where academic integrity is centered in the curriculum; developing resources for faculty to use in classes.

Faculty will receive periodic updates throughout this process as well as requests for specific information and opportunities to share opinions and feedback. We will also be soliciting volunteers who would be interested in working on specific stages of the process.

Next Steps

At this stage, the co-chairs are working on step #2 of the above process. We anticipate a complete draft of this to be circulated in early May 2023. Any faculty interested in working on this document (either in relation to current issues with academic integrity at UMB or the relationship between restorative justice and academic integrity) should email the co-chairs no later than April 18, 2023. We look forward to working with you to cultivate a culture of academic integrity based on restorative justice at UMass Boston.

Academic Integrity and Restorative Justice Working Group co-chairs,
Sarah Hamblin, Associate Professor of English and Cinema Studies
Lynnell Thomas, Associate Vice-Provost of Inclusive Excellence and Professor of American Studies

Appendix 2

Email to all faculty from Vice Provost for Academic Affairs May 19, 2023

Academic Integrity and Restorative Justice (AIRJ) Working Group Stage 1:

Guiding Documents (late spring 2023): *General Aim*: Circulate a guiding document among UMB faculty that explains: current issues with academic integrity at UMB; a summary of what the restorative justice process to academic integrity entails; summaries or models of this approach at other universities.

A Quick Guide

Academic Integrity and Restorative Justice

Is academic integrity really a big concern?

Yes, it is. Teaching our students to make ethical decisions is always important. However, national trends show that the number of students who engage in unethical behavior regarding their assessment [has increased](#) significantly. Research into instances of academic dishonesty by the [Center for Academic Integrity](#) found that more than 60% of college students admitted to cheating at some point during their time at university. [Other studies](#) put this percentage closer to 80%. Cases of academic dishonesty swelled [during the pandemic](#), and with the rise of pay-to-use learning platforms like Chegg and Course Hero, the recent proliferation of remote learning environments, and the rapid development of artificial intelligence programs like Chat GPT, issues related to academic integrity are becoming more and more pressing.

But is it a problem at UMB?

It's hard to assess how accurately studies of academic integrity violations represent the situation at UMB, as every student body and campus culture is different. Moreover, we don't have reliable data of our own to determine how widespread this issue is. Current reporting mechanisms at UMB are inconsistently employed; while some faculty members report every instance they encounter, others elect to bypass formal procedures in favor of dealing with students directly. As such, we have no way of accurately tracking instances of academic dishonesty or understanding what exactly is happening on our campus.

But issues with academic integrity at UMB are about more than just accurate data collection. Inconsistencies in responses to academic dishonesty – both across the university and within individual programs – create substantially inequitable outcomes; for the same infraction (sometimes also within the same major), some students receive serious penalties while others receive milder sanctions and others still none at all. The factors that determine how a particular student is treated are seemingly random. Moreover, when there is no consistent basis from which faculty are encouraged to approach these situations, emotional and psychological responses become significant factors in determining consequences. This raises concerns about bias. Finally, such inconsistencies make it more likely that students will violate the Code of Conduct, as it

becomes increasingly difficult to impress upon them the importance of ethical decision-making.

We already have a process for dealing with academic integrity. Why should we change it?

The current system for addressing academic dishonesty is laid out in Appendix B to the Student Code of Conduct. However, this process hasn't been substantially revised in a long time. Existing protocols are out of date with regard to the administrative restructurings of the last decade, and they do not clearly explain how formal reporting works or what this may mean for students involved in cases of academic dishonesty. Moreover, these procedures are no longer sufficient to address new issues brought on by the increasing prevalence of remote instruction and technologically assisted learning. As approaches to education transform and as the range of ways students can engage in unethical behaviors changes, we need to develop not only policies but a holistic approach to academic integrity that takes into account this new landscape.

Perhaps most importantly, our current processes are out of touch with our university mission. Our existing Code of Conduct is based on a strictly punitive approach, which is not only ineffective (the number of cases of academic dishonesty is increasing), but also educationally hollow. Punitive approaches aim to scare students into compliance through the threat of punishment and encourage faculty to see students who violate the Code of Conduct as morally bankrupt. A more effective approach would center academic integrity as part of our academic and campus culture. Research has shown that while transparent honor codes, clear expectations, and careful planning can reduce instances of academic dishonesty, what matters most is the campus culture around these issues. This means that, if we want to see our students make ethical decisions, we need to rethink not just the protocols for how we handle violations of the Code of Conduct, but how we teach and discuss the importance of academic integrity, the role that ethics plays in our curriculum, and the ways we address the external factors and structural issues that shape how students think and behave in relation to their assessment.

Does this mean there will be a one-size-fits-all approach for handling academic integrity issues?

No! Individual departments and programs all experience these issues differently, and they need to be able to determine the best ways to address them according to the needs of their particular disciplines and students. The goal, rather, is to establish a shared set of values that frame the university approach to academic integrity and to make discussions of the ethics of teaching and learning a more central feature of campus life. This work is an opportunity for the university to formulate an institutional approach to academic integrity and for departments and programs to develop their own best practices that are more equitable, more consistent, and more educationally and ethically meaningful. The foundation for these revisions is the idea of restorative justice.

What is restorative justice?

With antecedents in indigenous cultures and religious communities, the [restorative justice](#) movement gained popularity in the late twentieth-century as an alternative to a punitive criminal justice model. Instead of focusing on punishing the offender, restorative justice approaches focus on repairing the harm collaboratively with the offender, victims, and community that have been impacted. Results have been positive in increasing accountability and decreasing recidivism. Drawing on these successes, restorative justice – and the field of [restorative practices](#) more broadly – have been applied to a range of sectors to build community, deter wrongdoing, and restore relationships. Restorative justice has been adopted in higher education to help cultivate accountability, responsibility to the community, and provide opportunities for learning and growth in accord with learning outcomes and mission statements.

What does restorative justice have to do with academic integrity?

[Academic integrity](#) emerged as an interdisciplinary field of study within the past thirty years, marked by a shift to a developmental, educational approach to academic misconduct. As opposed to focusing solely on violations and punishment, best practices dictate a more holistic approach that considers policy, procedures, and practices; assessment; education and training of students, faculty, and staff; and cultivation of a culture of academic integrity based on shared values and relationships.

Colleges and universities have traditionally modeled their disciplinary codes on the criminal justice system, which have been shown to be inequitable, alienating, and ineffective at deterring future misconduct. Furthermore, they are detached from the very values and teaching and learning goals that are at the heart of higher education. Restorative justice policies should not supplant all disciplinary sanctions, which are still warranted in some circumstances. In fact, restorative justice requires students who have behaved inappropriately to accept accountability as a first step to restoring trust and community. Many institutions have integrated restorative justice within their disciplinary codes in alignment with their own educational goals and strategic priorities. What they have in common are the ways that restorative-justice-informed policies and practices destigmatize and empower students, support faculty and staff, and create ethical, civic-minded communities. They don't view acts of academic misconduct as proof that students are intractable cheaters who need to be more ardently policed and punished, but as learning opportunities for students' continuing development and growth.

Have other universities adopted this approach? What schools can I look at as models?

Several universities have adopted this model. MacEwan University in Alberta, Canada began transitioning to this approach just before the pandemic. You can read about the process they adopted and faculty responses to it [here](#). The University of Minnesota-Twin Cities also uses this [model](#), as does [Colorado State](#). The [Ohio State University](#) has some useful suggestions for how this approach can shape faculty approaches to academic integrity. These are just a few of the many universities that have transitioned to a restorative justice approach to academic integrity. The [International Center for](#)

[Academic Integrity](#) houses a wide range of resources for faculty interested in learning more about how this approach operates at various institutions.

I want to learn more. Where should I start?

That's great! Below are a few resources to get you started. The Restorative Justice and Academic Integrity working group will develop a more extensive bibliography and list of resources over the next few semesters.

- Bertram Gallant, Tricia, and Jason M. Stephens. "[Punishment Is Not Enough: The Moral Imperative of Responding to Cheating with a Developmental Approach.](#)" *Journal of College and Character* 21.2 (2020): 57–66.
- Kara, Farzana and David MacAlister. "[Responding to Academic Dishonesty in Universities: A Restorative Justice Approach.](#)" *Contemporary Justice Review* 13.4 (2010): 443-53.
- McCabe, Donald L., Linda Klebe Treviño, and Kenneth D. Butterfield. [Cheating in College: Why Students Do It and What Educators Can Do About It](#). Baltimore: Johns Hopkins University Press, 2012.
- Zehr, Howard [The Little Book of Restorative Justice](#), Good Books, Intercourse, PA: 2002.

So, what's next?

We want to hear from you! Starting in the fall semester, the Restorative Justice and Academic Integrity working group will be reaching out to faculty, staff, and students to gather input about academic integrity and restorative justice. We'll be sending out surveys, holding listening sessions, and asking for feedback through various faculty governance bodies. Our goal for the next stage is to try and get a clearer picture of what's happening with regards to academic integrity at UMB, and we'll be asking you about your thoughts, concerns, and ideas. So, stay tuned!

Questions?

Email the Restorative Justice and Academic Integrity Working Group co-chairs:

- Lynnell Thomas, Associate Vice-Provost for Inclusive Excellence/Professor of American Studies: lynnell.thomas@umb.edu
- Sarah Hamblin, Associate Professor, Department of English: sarah.hamblin@umb.edu

Appendix 3

UNIVERSITY of
 MASSACHUSETTS
 BOSTON
 100 Morrissey Blvd.
 Boston, MA 02125-3393

Office of Undergraduate Studies
 Campus Center 1-1300
 617.287.6330
 undergraduatestudies@umb.edu

Academic Honesty Cases Report, Fall 2022 and Winter 2023

Fall 2022 - Number of Reports (Undergraduate):	42
Number of Students w/ Multiple Reports (inc. prior semesters):	6 (see p.2)
Instructor Imposed Sanctions:	
Failure in Course	10
Failure in Assignment	32
Forced Withdrawal	00
Warning	00
No Sanction Imposed	00
Associate Vice Provost (University) Imposed Sanctions:	
Probation	01
Suspension	00
Warning	00
Appeals:	
Submitted	03
--	
Instructor Sanction Modified	01
Instructor Sanction Rescinded	00

Instructor Sanction Upheld	00
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Pending	02
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(cont.)

Number of Students w/ Multiple Reports (inc. prior semesters):	6 (8 reports)
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Instructor Imposed Sanctions:

Failure in Course	04
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Failure in Assignment	04
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Reduction in Assignment Grade	00
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Warning	00
---------	----

Associate Vice Provost (University) Imposed Sanctions:

Probation	01
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Suspension	00
------------	----

Warning	02
---------	----

Appeals:

Submitted	02
-----------	----

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Instructor Sanction Modified	01
------------------------------	----

Instructor Sanction Rescinded	00
-------------------------------	----

Instructor Sanction Upheld	00
----------------------------	----

Pending	01
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Winter 2023 - Number of Reports (Undergraduate):	2
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Instructor Imposed Sanctions:

Failure in Course 2

(Neither student had multiple reports, no further
sanctions imposed, no appeals)

Referrals to the Center for Academic Excellence Fall 2022/Winter 2023: 40
Student participation: 19



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Academic Honesty Cases Report, Winter 2023 and Spring 2023

Winter 2023 - Number of Reports (Undergraduate): 2

Instructor Imposed Sanctions:

Failure in Course 2

(Neither student had multiple reports, no further
sanctions imposed, no appeals)

Referrals to the Center for Academic Excellence Winter 2023 as of 5/19/23: 02
Student participation: 01

Spring 2023 - Number of Reports (Undergraduate) AS OF MAY 19, 2023:	58
Number of Students w/ Multiple Reports (inc. prior semesters):	06 (see p.3)
Instructor Imposed Sanctions:	
Failure in Course	13
Failure in Assignment	44
Forced Withdrawal	00
Reduction in Grade	01
Warning	00
No Sanction Imposed	00
	(cont.)
Associate Vice Provost (University) Imposed Sanctions:	
Probation	00
Suspension	00
Warning	04
Appeals:	
Submitted	05
--	
Instructor Sanction Modified	00
Instructor Sanction Rescinded	00
Instructor Sanction Upheld	01
Pending	04
Number of Students w/ Multiple Reports (inc. prior semesters):	06
Instructor Imposed Sanctions:	
Failure in Course	02

Failure in Assignment	04
-----------------------	----

Reduction in Assignment Grade	00
-------------------------------	----

Warning	00
---------	----

Associate Vice Provost (University) Imposed Sanctions:

Probation	00
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Suspension	00
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Warning	04
---------	----

Appeals:

Submitted	00
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Instructor Sanction Modified	00
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Instructor Sanction Rescinded	00
-------------------------------	----

Instructor Sanction Upheld	00
----------------------------	----

Pending	00
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Referrals to the Center for Academic Excellence Spring 2023 as of 5/19/23:
Student participation:

46
Pending response from CAE

Graduate Academic Integrity Violations, AY 2022-2023

Fall 2022 and Spring 2023 Totals

Failure in Assignment	7
<hr/>	
Forced Withdrawal	1
<hr/>	
Failure in the Course	5
<hr/>	
Total Academic Integrity Cases	13

Fall 2022

Failure in Assignment	4
<hr/>	
Forced Withdrawal	1
<hr/>	
Total Fall Academic Integrity Cases	5

Spring 2023

Failure in Assignment	3
<hr/>	
Failure in the Course	5
<hr/>	
Total Spring Academic Integrity Cases	8

Notes

- All sanctions were initiated by instructors.
- No additional sanctions were recommended by the Office of Graduate Studies.
- No appeals have been filed.
- The totals include 11 first-year students and 2 second-year students.
- All but one case is a first-time violation. One student was found responsible for two violations in the same course, ultimately failing the course.

Dear Colleagues,

Welcome back to all of you; I hope each of you has enjoyed a restful and rejuvenating summer. It is so uplifting to see our campus buzzing with activity once again. Our students are of course the reason we are here, and my thanks to all faculty and staff who have welcomed our students back in the classrooms, our residence halls, and across our campus.

I am pleased to share with you the following updates:

Enrollment Update

Although final Fall 2023 enrollment will continue to fluctuate throughout the add/drop period, we anticipate total headcount being slightly up for Fall 2023 compared to Fall 2022.

- Last week we welcomed 2,460 new first year students and just shy of 1,100 new transfers, putting our new incoming undergraduate enrollment on par with last year's class.
- Our increase in overall headcount is driven by a slight increase in readmits thanks to a relatively new partnership with ReUp, and an expansion of our early college initiative with partnering Boston high schools.
- As a result of capped enrollment and a lower than anticipated yield in international applicants, our new Master's enrollment is down a bit this year. However, new in-state Master's enrollment grew by 10.4% and new out-of-state Master's grew by 4.6%.

UMass Boston/MGB Investment in the Manning College

Over the summer, we secured an historic \$20 million commitment – \$10 million from Mass General Brigham, \$10 million from UMass Boston – to expand the Clinical Leadership Collaborative for Diversity in Nursing program at our Manning College of Nursing and Health Sciences. This historic investment takes our partnership with MGB to a new level of excellence in recruiting and retaining nursing students from historically underrepresented groups, promoting health equity, and supporting the local nursing workforce development pipeline from classroom to career. We are thrilled with this landmark investment and look forward to seeing it advance nursing diversity in Boston, the Commonwealth, and beyond.

Paul English AI Institute

I am happy to share news of another historic new multimillion dollar gift, this from our brilliant Beacon alumnus Paul English. The new historic gift will support the creation of the Paul English Artificial Intelligence Institute – a first-of-its-kind research center that will lead the UMass Boston's ambitious teaching, learning, workforce development, community engagement, and research agenda on AI. In time, the creation of the institute will catapult UMass Boston to a leadership position in the study and applications of artificial intelligence. We are extraordinarily grateful for Mr. English's generosity and vision. There are many other wonderful developments in our fundraising endeavors we will be sharing in

the months ahead. That plus the historic levels of research funds we are generating – Provost Berger will share the details which tell of a bright future at UMass Boston moving forward.

Meetings with Leaders in the Commonwealth

I had the honor of meeting with state leaders in recent weeks – including several meetings with Governor Maura Healey, Congressman Stephen Lynch, Attorney General Andrea Campbell, Secretary of Education Patrick Tutwiler (who will serve as our Convocation Speaker next week), Higher Education Commissioner Noe Ortega, and Trial Court Administrator Thomas Ambrosino. My meetings with all these leaders in the Commonwealth were productive and continue to reflect ongoing interest in UMass Boston’s academic programs, particularly as they relate to and inform policy priorities of Governor Healey and Mayor Wu. Many, many good things will come our way from these important relationships.

Summer Program in Urban Planning

In its second year, 25 Roxbury high school students participated in the Summer Program in Urban Planning designed to introduce young students of color in Roxbury and Dorchester to careers in urban planning, design, and development to expand diversity in the field. Working with Professor Ken Reardon (Chair of the Department of Urban Planning and Community Development) and faculty from Roxbury Community College, students toured Roxbury neighborhoods using sensors to record varying temperatures in public places, interviewed residents struggling to cope with rising temperatures, and explored best practices to combat the effects of urban heat islands.

Welcome to Two New Campus Leaders

This summer, two new campus leaders have joined the Beacon community. Martha Nelson Patrick is our new University Ombudsperson and Director of Ombuds Services. This newly created position will serve as an independent resource for impartial dispute resolution to all campus constituents. Martha comes to us from UMass Amherst, where she served in several roles over 23 years, including university ombudsperson.

Dr. Hettie Williams has been appointed the new director of the William Monroe Trotter Institute for the Study of Black Culture. Dr. Williams is a renowned scholar who comes to Columbia Point from New Jersey, where she served as a professor of African American History in the Department of History and Anthropology at Monmouth University. Congratulations to Martha and Hettie; I hope you join me in extending a warm Beacon welcome to both.

SDQD (New Quad) Update

You likely have noticed the progress that’s been made in the center of campus since the end of the spring semester. I am pleased to report that the new quad project now stands at 90% toward completion, and I look forward to providing further updates this fall.

Student Affairs Updates

- New Student and Family Programs hosted a summer orientation cycle consisting of 12 in-person and five virtual orientation sessions for our new incoming students including first-year, transfer, and (for the first time) graduate students. Over 3,800 new Beacons participated in these orientation sessions between June and August. Many campus partners assisted in helping make these programs a vibrant and informative experience for our incoming students.
- Last month, our UMass Boston Police Department (UMBPD) and I welcomed an adorable new addition to our campus: Beacon, a Labrador retriever and UMass Boston's inaugural comfort dog devoted to supporting students' health and wellness. Thanks to the generosity of Pacheco Kennel and our annual fund donors, Beacon arrived on campus for his first duty shift in July. In his brief time here, Beacon has already made a significant impact. I know that Beacon has already brought many smiles to our students' faces these past couple weeks, and I am certain that he will bring a calming presence to all members of our campus community throughout the year ahead.
- Thanks to the leadership of our Vice Chancellor of Student Affairs, Dr. Karen Ferrer Muniz, and her team, we completed a successful move-in of more than 1,092 students. It was wonderful to participate in the move-in process again this year, and I was so pleased to hear that many of the parents and supporters commented on how "smooth" the process was. Cheers to our staff of resident assistants, professional housing staff, UMBPD staff, and scores of colleagues who were on hand over three days to support and welcome the newest group of Beacon residents.
- A full slate of Welcome Week Programs offered by the Division of Student Affairs and campus partners is in full swing. Events include involvement and career fairs, giveaways, and info tables sponsored by important student service areas including UHS, Global Programs, Student Employment, U-ACCESS. More details can be found at <https://www.umb.edu/campus-life/clubs-activities/welcome-week/>.

Secretary Tutwiler to Deliver Convocation Address at UMass Boston

As I mentioned earlier, I am pleased to share that Dr. Patrick Tutwiler, the Commonwealth's Secretary of Education, will serve as our Convocation Speaker next Thursday, September 14th in the Campus Center Ballroom. I hope you will all join us as we welcome the Secretary to Columbia Point and formally mark the beginning of our academic year. I look forward to seeing you there and extend my best wishes to all as we begin this fall semester.

Provost's Update to Faculty Council September 11, 2023

Welcome back. I am excited for the new year as we continue to work together to advance the mission of our great university.

First, as we start the new academic year, it gives me great pleasure to announce the arrival of the largest cadre of new faculty members we have had in years. Please join me in welcoming our 31 new colleagues this year.

In addition to welcoming our newest faculty cohort, I would like to share some other important updates from Academic Affairs that both align with our strategic priorities and mark an auspicious beginning for AY23-24.

Holistic Student Success

We are continuing to advance a number of initiatives and systemic improvements that we made as part of our strategic commitment to holistic student success last year, and I would like to highlight three of these in particular:

- **Enhancing Advising:** Academic advising plays a critical role in promoting student success and we have outstanding advisors who work hard to support our students. That said, we need to further enhance coordinated and aligned support for advisors and students. With this mind, I have accepted the thoughtful recommendations the Advising Alignment for Student Success Working Group, co-chaired by Greg Mantolesky and Gail Stubbs made to me. Building upon the working group's recommendation, we will engage with the deans, advising directors and the entire advising collaborative to implement enhanced supports, tools, and professional development.
- **Strengthening Support for Graduate Students:** We have now completed the multi-phase restructuring of the Office of Graduate Studies and I am delighted to announce the appointment of Dr. Tracy Baynard as the Associate Vice Provost for Graduate Education. Tracy has already eagerly begun her work and with her leadership, we will be redoubling our focus on promoting graduate student success.
- **Data-informed Assessment for Student Success:** We have successfully adopted HelioCampus as our new data platform to support planning and assessment; with a priority on student success. Under a newly configured unit of Assessment and Planning which will be overseen by Associate Provost, Andrew Perumal, we are launching the first dashboards this fall and will be working with the Budget and Long-range Planning Committee of Faculty Council, among others, as we introduce these important tools to our work to our shared efforts in improving student success. We will also be relaunching the University Assessment Council this year as we look to augment our assessment and planning capacities at the university.

In addition to these initiatives, and thanks to the focused efforts of many across the university, I am happy to share that initial numbers show that continuing undergraduate student enrollment is up slightly compared to the beginning of last academic year, while our continuing graduate enrollment has increased 5.0% compared to last year as well. Through our initiatives focused on our mission, and students and their success continue, I am optimistic that our ability to not only attract but retain our students will continue to improve.

Impactful Research and Scholarship

External Sponsored Research Success: FY23 was an extremely strong year for sponsored research productivity. Last year was the most successful year in UMass Boston's history for external research funding, with the university attracting \$63.1M in research expenditures and more than \$78 million in new awards. Details on recent research awards can be found in the monthly newsletter produced by our Office of Research and Sponsored Programs. Kudos to our faculty members and all of our colleagues who contributed to this record-breaking achievement.

Grand Scholarly Challenges: As you know, through our very thoughtful and thorough strategic planning efforts, we have identified four Grand Scholarly Challenges (GSCs) i.e. specific areas to which the university aspires to turn focused scholarly energy, resources and attention. Through each of the identified GSCs we will endeavor to address the unique challenges and opportunities most relevant to communities in which we are embedded by leveraging the university's scholarly strengths in powerful nodes of inquiry and action. As noted in the strategic plan, many of the complex challenges of the day require the merging of ideas, approaches, and technologies from widely diverse fields of knowledge to prompt innovation and this is precisely the spirit of these Grand Scholarly Challenges.

Having identified the four specific areas of focus, we will now bring together a team to refine the plans for the GSC's implementation and execution. The work of this committee will be critically important in helping to shape the trajectory of our ever-growing research enterprise and will include among other key efforts, developing an internal grant process with funding from the Office of the Provost.

Faculty Lounge

I am thrilled to announce that we will open the University Club, located in the Campus Center, 2nd floor, for use as a lunchtime lounge and gathering space. The venue will be open to faculty, staff, and graduate students Monday–Friday from 11:30a.m.–2:00p.m. You are welcome to bring your lunch or order from one of the dining venues on campus, including ordering food through the Everyday Mobile Dining App. I appreciate the work with and support from our team in Administration and Finance in making this happen. We hope you will take advantage of this dedicated lounge space to connect with colleagues or to take a much-needed break during the busy semester.

Trotter Institute

As the Chancellor noted in his report, Dr. Hettie Williams has been appointed the new director of the William Monroe Trotter Institute for the Study of Black Culture. I am thrilled to have her join our community in this important leadership role. I thank Michael Johnson and Mickaella Perina for their leadership through the transitional period of the Trotter Institute.

Community and Executive Education

I am delighted to welcome Dr. Tina Chang as our new Assistant Provost for Community and Executive Education (CEE). She will lead our efforts to create and expand non-credit learning opportunities. Her charge is to catalyze opportunities for upskilling, micro-credentialing, and pioneering of non-credit programs to fill the knowledge and skills gaps in the community and beyond.

Academic Reorganization

As I communicated last May and over the summer, we have completed the academic reorganization process that has resulted in two significant institutional arrangements, both effective July 1. Specifically, those arrangements were: integrating the McCormack School of Policy and Global Studies (MGS) into the College of Liberal Arts (CLA) as a “school-within-a-college”; and embedding the Gerontology Department and Institute into the Manning College of Nursing and Health Sciences (MCNHS).

With these strategic moves now finalized, CLA interim Dean, Pratima Prasad and MCNHS Dean, Bo Fernhall have assumed decision-making responsibility for all academic, administrative, personnel, and budget planning in their respective units, including the newly added departments, centers, and institutes.

I appreciate the thoughtful leadership and hard work of the CLA-MGS Design Team as well as all CLA and MGS colleagues, and others across campus over the past months and years. Though difficult, this process has been deliberative, consultative, and thoroughly professional and for that I am thankful. I am also confident that these changes will launch new opportunities for integrative, impactful scholarship and practice, and position UMass Boston for future successes.

Africana Studies

The Africana Studies’ search for three hires (two senior and one open rank position) remains an institutional priority. The search committee has worked diligently and are now actively interviewing semi-finalists. I look forward to the selected finalists joining us on campus in the coming weeks for their interviews.

NECHE Re-Accreditation Self-Study

In the spring of 2025 we will have our formal site visit from New England Commission of Higher Education (NECHE), our regional accreditors, as part of the university's comprehensive 10-year review. Prior to the site visit, the university is asked to prepare a self-study that among other things specifically addresses 9 areas of focus or Standards, in order to apprise the Commission our progress since our last review and our submission of the 2021 mid-term report. The Commission's Standards of review include:

- Standard 1: Mission and Purposes
- Standard 2: Planning and Evaluation
- Standard 3: Organization and Governance
- Standard 4: The Academic Program
- Standard 5: Students
- Standard 6: Teaching, Learning, and Scholarship
- Standard 7: Institutional Resources
- Standard 8: Educational Effectiveness
- Standard 9: Integrity, Transparency, and Public Disclosure

We will begin work on our institutional self-study this year and I look forward to working with Faculty Council and our entire university community as we prepare for what will be a successful re-accreditation for UMass Boston.

Kathleen Kirleis
Vice-Chancellor for Administration and Finance
Report to Faculty Council
September 11, 2023

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 had a successful FY23. The close for FY23 is underway and as has been the custom, results will be planned 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 strong state appropriation support and the update of the university's tuition and fees structure.

The FY24 budget was passed at the May Board meeting, establishing an operating budget of \$522M 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 continues to be very supportive of the University of Massachusetts. In the \$522M budget adopted in June, \$203M was from the Commonwealth. The state budget was passed over the summer and the campus presently is receiving final details about any updates that were included in the final budget, which will be formally incorporated into the budget at the end of Q1. While not included in the budget that was passed, it is also expected that the Commonwealth will appropriate the funding for the university's collective bargaining agreements that have been negotiated through special appropriation. As soon as the Legislature passes the special appropriation and the funds come to the University of Massachusetts, the negotiated pay increases will be put into effect and retro pay will be paid back to July 1st.

2. Capital budget – The university's capital budget was finalized over the summer and will be posted on the university website. The University of Massachusetts system is completing its biannual update of the university wide capital plan for the September Board meeting. All campus projects valued over \$2M are included in the plan. UMB currently has 31 projects with a total dollar value of \$279M in the plan. The university will be starting an annual call for projects process this year as part of the budget process where areas will be able to identify potential projects for further review and discussion in a more comprehensive way as the capital budget is updated and prepared for next year.

3. Spruce Up Projects - Last year Facilities was able to complete a number of “Spruce Up” projects around campus. These projects included a refresh of the Wheatley lobby, Snowden lobby and the space at the entrance to the McCormack Building. The program will be continuing this year with more information on projects planned coming soon.
4. There are a number of sessions about the university’s capital program being hosted this fall that may be of interest:
 - a. Campus Master Plan – Thursday, September 28
 - b. Campus Energy and Carbon Master Plan – Monday, October 2nd
 - c. Capital Program Lunch and Learn – Thursday, October 19th.

More information on each of these sessions will be available to the campus community during the upcoming weeks and sessions will also be videotaped for review after the sessions.

BOARD OF TRUSTEES MEETING JUNE 9, 2023

*Notes from UMass Boston Faculty Council Representative to the Board of Trustees,
Sana Haroon, Professor, History and Asian Studies.*

I. Call to Order

- Stephen Karam (Chair), opening remarks.
- Noted a time of unprecedented challenges for all higher education institutions including the UMass system. (Not sure what these challenges are, maybe declining enrollments?)
- Thanked student trustees. Reported that UMB student Trustee Michael Dooley will return to the Board and continue his degree in sports leadership.

III. Chair's Report

- Nomination of Governance Committee Membership
 - Most are continuing in their roles
- Student Trustee Report, UMass Chan Medical School (Bethany Berry)

IV. President's Report

- 12000 UMass students awarded diplomas
- UMass Law School is improving in rankings under Dean Eric Mitnick,
 - Improving GPAs of incoming students and other metrics
- Five faculty members that exemplify the teaching on each UMass Campus, the Manning Prize Winners
- ***Congratulations to UMB winner, Assistant Professor Psychology, Randy Corpuz!***

V. Reports of Standing Committees

- Committee on Academic and Student Affairs
- Committee on Administration and Finance
 - Michael O'Brien's report
 - Risk informed culture, strong data foundation: AF committee reviews this as basis for decision making.
 - 41 billion annual budget
 - 1.8% operating margin
 - 683 million in State Appropriations
 - 68000 FTE students
 - 15,601 employee FTEs; general operations decline 1.0% (overall increase of 0.8%)
 - Enrollment decline, extraordinary increase in union wages.
- Audit Committee
 - Presentations of risk and audit considerations and the parameters given to KPMG audit team
 - Athletics: Something about the transition of Athletics department to Division 1, nine years ago. Sorry, I couldn't make sense of this or find a copy of the Auditors' Report.

VI. Consent Agenda (all motions passed)

1. Appointments to Named Professorships and Endowed Chairs, UMass Amherst, Chan Medical School
2. Student Government Association (SGA) Constitutional Amendment, UMass Dartmouth
3. Appointments with Tenure, UMass Amherst, Boston, Dartmouth, Chan Medical School
4. Awards of Tenure, UMass Amherst, Boston, Lowell, Chan Medical School
5. Transfer of Tenure, UMass Amherst
6. Establishment of Endowed Professorships and Chairs, UMass Amherst, Chan Medical School
7. Quarterly Capital Project Update and Amendments to the University's Capital Plan
8. Approval of Mandatory Student Charges – Changes to Student Activity Fee, UMass Amherst
9. Approval of the University's FY24 Operating Budget
10. Authorization to Allocate the FY24 State Appropriation

VI. **Executive Session**

INTERCAMPUS FACULTY COUNCIL MEETING JUNE 9, 2023

Notes from UMass Boston Faculty Council Representative to the Board of Trustees, Sana Haroon, Professor, History and Asian Studies.

I. Approval of the April minutes

II. Campus Reports

- Boston
 - Moving towards activity based budgeting led to
 1. Restructuring of some academic units
 - a. College/school have more independence in generating revenue and spending money, balance budget and invest in high priorities
 - b. At other colleges called RCM, shadow budget. “responsibility centered budgeting” shows who is subsidizing what.
 - c. Shows university is just a big network of subsidies
 - d. Split of Arts and Sciences was a 10 year transition. Was decided by referendum.
 2. Academic reorganization

3. McCormack Graduate School integrated into CLA

- Amherst: Anthony Paik
 - Interim provost, Mike Malone
 - National search for the next provost
 - Lost VC for diversity, snatched up by central office, lost Dean of HFA. New Chancellor
- Lowell Michael Graves
 - Dean of Health Sciences is leaving, Dean of School of Business leading.
 - Associate Deans in college of Health Sciences, hiring. Sustainability of R1. Reductions for research but not guaranteed by contract.
 - Conflict between Faculty Senate and Union; these have been resolved.
 - Enrollment
 - Strategic plan, Julie Chen picked some people to put it together behind closed doors. Very little about faculty support which will enable R1.
 - Union runs surveys of Deans, “rate your Dean”, will not keep the results confidential; checked with their lawyers decided as these are public employees.
- Dartmouth: Brian Ayotte, Faculty Senate President; Doug Roscoe BoT Rep
 - Leadership turnover and enrollment
 - Chancellor doing well, Provost has some tensions with faculty and Chancellor, he has doubled graduate enrollment, that’s because of recruiting through recruiting firms in India. 70% return.
 - Housing, acculturation for students, programming that appeals to them. Staffing up.
 - Undergraduate enrollment has leveled off, first year up 1%
 - New Learning Management system
 - New interim Dean for Engineering; New Dean of Library
 - Surveys by Senate of all the senior administrators every three years.
- Chan: No show

III. New Business

- Selection of IFC Chair and Secretary for 2023-2024
 - Doug is chair, Anthony is secretary. Both nominated to renew.
- Establishing faculty voice at Board meetings
 - How to create a participatory voice
 - Maybe the committee meetings starting with CASA, a non-voting representative.
- IFC initiatives for 2023-2024
 - 30m deficit UMass Global
 - Request for update on UMass Global at the next IFC meeting
 - New athletics committee? What is their charge? Why did it come about?
 - Athletics helps recruitment (out of state student who doesn’t have a Div 3 team at their state college can then attend in MA, pays out of state tuition.)

From: Caroline Coscia <Caroline.Coscia@umb.edu>
Sent: Friday, September 8, 2023 9:28 AM
To: Zong-Guo Xia <ZongGuo.Xia@umb.edu>
Subject: FSU Faculty Council Written Report

Good morning,

Here is the FSU report.

Faculty Staff Union (FSU)

The FSU welcomes you back and looks forward to representing you.

One-year Contract

Thank you to all who attended the information forum and voted to ratify the July 1, 2023, to June 30, 2024, contract. The agreement is on our website.

Our July 1st 4% raise for those on payroll June 30, 2023, is waiting for our state legislature to vote on a supplemental budget. MTA Government Relations staff are working hard to push the House and Senate to vote on the budget. We will keep you updated including when retroactive payments will be made.

Senior Lecturer II and Senior Lecturer III courseload and service

Our 2020-2023 contract added a new NTT rank of Senior Lecturer III and made adjustments to courseloads for certain Senior Lecturer IIs.

Senior Lecturer III: The courseload is 3/3. This is the default course load.

Senior Lecturer II: For those at 100% FTE, the default course load is 3/4 or 4/3.

Service requirements: Each comes with additional service. The service activity is an agreement between the faculty member and the department chair. Service can be at department, college and university level. The contract does not state a set number of hours!

University Dining

FSU joined many of you (big thank you to Maria Brinker) in seeking a re-opening of University Dining, Campus Center, 2nd floor. We are pleased to say that the facility will be re-opening but without direct food service. Watch for a university announcement. Next up is the Healey café.

Extension of 2022-2023 Agreement on Promotion Materials

We are pleased we were able to extend the 2022-2023 Memorandum of Agreement (MOA) on the materials to be submitted for promotion to Senior Lecturer III. The agreement remains in effect until June 2024. Our intent is to codify this language for inclusion into our contract at our next contract bargaining.

Cherish Act

Public higher education funding in Massachusetts is lacking. The Cherish Act is a proposed legislative bill that aims to increase funding in four keys areas. Please read the September 11th issue of Nuts & Bolts to learn details.

Please join us on September 14th 12:15 PM in sponsoring a legislative luncheon where UMB community members will share how Cherish will impact UMB, our students and our community.

We feel good about the bill's prospects. More legislators are becoming sponsors. Let's work together to get this over the finish line to get much needed funding.

Caroline L. Coscia
Faculty Staff Union (FSU) President 2022-2024
Senior Lecturer II, Political Science Department
University of Massachusetts Boston
Caroline.coscia@umb.edu

Fwd: Updated Agenda and Written Reports for the Faculty Council Meeting on 09/11/2023

Zong-Guo Xia <ZongGuo.Xia@umb.edu>

Mon 9/25/2023 9:53 PM

To: Kevin E Kehl <Kevin.Kehl@umb.edu>; Zong-Guo Xia <ZongGuo.Xia@umb.edu>

From: Jonathan Vega Martinez <Jonathan.VegaMart001@umb.edu>

Sent: Monday, September 11, 2023 9:35:02 AM

To: Zong-Guo Xia <ZongGuo.Xia@umb.edu>

Subject: Re: Updated Agenda and Written Reports for the Faculty Council Meeting on 09/11/2023

Hi Zong-Guo,

Here is report for GEO. I am teaching until 2:15, after which I'll head over, so I'm unsure if I'll make it in time to read my report.

Hello everyone,

I hope the beginning of the semester has treated everyone well! The GEO had a relatively productive summer, and we have successfully launched our emergency fund. We are still working out some kinks but we are optimistic about the process going forward.

As we enter a new school year, we have an influx of new graduate assistants represented by the union and working under the professors in their departments. While by and large graduate students are treated well by the professors supervising them, we do need to step in to mediate conflicts every once in a while. To that extent I was hoping that GEO, Faculty Council, and FSU could collaborate to develop a process for training professors who will be supervising graduate assistants. I think doing so would benefit us all, as conflict often feeds on ambiguity. While we understand that both Faculty Council and FSU are self-governing organizations, our hope is that if all three of us were to collaborate we would be able to develop a process that benefits us all. Should you decide you want to collaborate with us, please reach out to myself (jonathan.vegamart001@umb.edu) or the GEO itself (geo@umb.edu) and let us know. Thank you for your time.

Best,

Jonathan Vega Martinez (he/him)

PhD Student Sociology

GEO Organizing Committee

[Office Hours Sign-Up](#)

From: Zong-Guo Xia <ZongGuo.Xia@umb.edu>

Sent: Friday, September 8, 2023 5:55 PM

To: Zong-Guo Xia <ZongGuo.Xia@umb.edu>

Cc: Kevin E Kehl <Kevin.Kehl@umb.edu>

Subject: Updated Agenda and Written Reports for the Faculty Council Meeting on 09/11/2023

Dear University Leaders, Representatives of the UMass Boston Governing Bodies,
Councilors & Colleagues,

Welcome back! I hope that you have had a great start of a new academic year/semester.

Attached are the written reports of

Chancellor – Marcelo Suárez-Orozco
Provost and Vice Chancellor for Academic Affairs – Joseph Berger
Vice Chancellor for Administration & Finance – Kathleen Kirleis
Faculty Representative to the Board of Trustees –Sana Haroon
Representative from the Faculty Staff Union – Caroline Coscia

for the Faculty Council meeting on Monday of the next week (09/11/2023).

I have also included a slightly updated preliminary agenda (adding two new members to the General Education Committee and its Writing Proficiency Subcommittee and updating the new leadership of our Undergraduate Student Government) and a copy of an article in the MassMedia by one of our new students (Elijah Horwath), which is highly relevant to one of agenda items.

I am very happy to report that Megan Delage Sullivan, Vice Chancellor for Marketing and Engagement, will be able to join us to answer your questions and to hear your comments and recommendations on the significant improvement of our newly released web pages. We will also have a chance to meet Martha Nelson Patrick, our Inaugural University Ombudsperson, as well as other distinguished colleagues.

Thank you very much!

Respectfully & gratefully yours,

Zong-Guo Xia
Professor of Earth & Environmental Sciences
School for the Environment
Chair of the Faculty Council
University of Massachusetts Boston