



University of Massachusetts Boston
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University Governance
Faculty Council

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

September 9th, 2024

Minutes for Monday, September 2024, 1:00 – 3:00 pm

Members Present: Daniel Gascon (CLA), Shaman Hatley (CLA), Richard Hunter (CLA), Larry Kaye (CLA), Harry Konstantinidis (CLA), Nelson Lande (CLA), Abdelkrim Mouhib (CLA), Timothy Oleksiak (CLA), Amy Todd (CLA), Gretchen Umholtz (CLA), Anthony Van DerMeer (CLA), Janna Kellinger (CEHD), Lusa Lo (CEHD), Jeffrey Stokes (CNHS), Mohsin Habib (CM), Leon Zurawicki (CM), Lorena Estrada-Martinez (SFE), Lynne Benson (CLA), Lisa Heelan-Fancher (CNHS), Tyler Hull (CM), Alex Mueller (CLA), Jason Rodriguez (CLA), Marlene Kim (CLA), Peter Lert (CSM)

Members Absent: Edward Ginsberg (CSM), Niya Sa (CSM), Wenfan Yan (CEHD), Ana Lindsay (CNHS), Robert Kim (CM), Paul Dyson (CLA), Gonzalo Bacigalupe (on leave, CEHD), Nurul Aman (on leave, CLA)

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

I. Approval of the Agenda

Motion Approved – unanimous

II. Motion to Approve the 05/06/2024 Meeting Minutes

Motion Approved – unanimous

III. Motion to Approve the 05/13/2024 Meeting Minutes

Motion Approved – unanimous

IV. Follow-up, further discussion of agenda items from 5/13.

A. Early Deadline for Summer Registration - concern regarding lack of communication as policy was seemingly implemented prior to Faculty being notified; Faculty shared anecdotes of class cancellations, Provost cites minor

discernible impact on overall enrollment trends (slight dip in regular session enrollments, and slight growth in special session enrollments)

B. Taking Serious Steps to Address Workload Burdens at UMass Boston – no discussion

C. Buyout Rate – current policy has now been in place for 2 years, Provost advises any appeals/alterations would fall under the Cost Sharing process; Research Committee is directed to assess differential impact of Buyout Policy across campus and prepare report for October or November meeting (no formal motion necessary because such activities fall within remit of Research Committee's role), noted that Research Committee is currently operating without a Chair

D. Current Status of the (Renewed) Faculty/Grad/Staff Dining Hall B – preliminary survey assessing Faculty/Staff needs/wishes was distributed over summer and will be reshared mid-September; Kathleen Kirleis will report back in November meeting

E. Requiring faculty to be on campus – Admin promotes a shared goal of building on-campus community for students and faculty, but Provost advises there are no plans for specific policies to enforce on-campus presence

F. Research active definition – no discussion

V. Standing Committees - Overview & Reports/Updates:

- Executive Committee needs updated/accurate lists of committee members, Committee Chairs and/or members from each please submit lists of committee members to Amy.Todd@umb.edu and faculty.council@umb.edu
- There are no formal term limits/requirements, length of service varies widely

VI. Motions from the Graduate Studies Committee (Andre Maharaj). For full text of motions and their rationale, see [Appendix A](#) below:

#1 From MCNHS: to change the course titles of NURSNG 716, 717, 718, and 719 and course descriptions

#2 From: MCNHS: to re-activate NURSNG 735, change name and course description

#3 From CLA: Request for a program change to update the electives for the public history certificate in the History MA.

#4 From: CLA: Request to change the description of APLING 603 Language, Culture and Identity

#5 From: CLA: Request for a course change, to change the course description of APLING 629 The Structure of the English Language

#6 From: CLA: Request to change the title of APLING 670

#7 From: CLA: Request for a course change, to change the grading basis for APLING 899 Dissertation Research from "Graded" to "Satisfactory/Unsatisfactory".

All Motions Approved – unanimous

VII. Motion to Approve 5-year Academic Calendar: https://liveumb-my.sharepoint.com/:x:/g/personal/faculty_council_umb_edu/Ef_VCsV1paxJmAnIsUEiO5UBtL2ABWKloYeaKUYbwa4e_w?e=x58Drd

- Correction made on Rows 41-43 of AY29-30; dates are offset for Semester Ends, Study Period, and Final Exam Period
- Convocation has been scheduled into Calendar rather than floating ad hoc as in past; Registration & Pass/Fail/Withdrawal deadlines adjusted to avoid conflict with Black Lives Matter programming in November
- Once approved by Faculty Council, and then reviewed and approved by Board of Directors, then they will be posted to the UMB website
- Proposal to consider extending Thanksgiving break to include Wednesday to reflect reality of low attendance during this class, withdrawn; Mon/Wed/Fri courses are already disproportionately impacted by Holiday closures falling on Mondays so an additional Wednesday holiday would create further imbalance with Tues/Thur schedules
- UMass Amherst has a 13 week semester (as opposed to UMB's 15 week) because they utilize Floating Class days (Monday schedules observed on Tuesdays during Holiday weeks) which are not feasible at UMB due to high volume of commuters
- Provost advises that there is a process to pursue amendments to the Academic Calendar at a later date if there is a compelling reason

Motion Approved, with revision to rows 41-43 of AY29-30 – unanimous

IX. Open Seats on Faculty Council (Timothy Oleksiak)

- Election Committee needs to be formed ASAP, indicate interest to Timothy.Oleksiak@umb.edu
 - Timothy has prepared handbook and can provide advice, but will not be serving on Election Committee
 - Elections to be held in October
- 5 current vacancies: CLA, CSM, CEHD, CNHS, and Board of Trustees
 - Board of Trustees seat could be appointed by Executive Committee, but will be incorporated into election instead
 - Candidates from previous elections may be contacted to verify interest in running again
- Honor's College requests revisions to their voting procedures, majority of Honor's faculty is affiliated, proposed for voting status to be determined by length of time (3-5 years) teaching in Honors College; consideration and implementation will be addressed by Elections Committee

VIII. Discussion of pass/fail option and add/drop issues and deadlines.

- Suggestion that undergraduate students be required to secure their *instructors'* consent before taking *that instructor's course* pass/fail. Suggestion that Add/Drop deadline be moved up to 11:59 pm on the fourth class day of the semester. Will the Academic Affairs Committee take up this issue?
- Proposed that authority over granting pass/fail be granted to individual instructors, views expressed that students often abuse pass/fail option to excuse low effort
 - Opposing views expressed: students deserve our compassion as they navigate difficult life circumstances, pass/fail options allow for students to enroll in challenging coursework who otherwise might be apprehensive about negatively impacting their GPA, might lead to potential bias when being considered on an individual case, some courses are taught by multiple professors so not equity in application of standards across class sections
 - Requested that Academic Affairs Committee does prepare a report, specifically addressing 1) benefits to student learning, and 2) current permissible degree of flexibility for departmental implementation
- Proposed that add/drop deadline be shortened, as currently student may miss up to a full week of class and end up behind and struggling
 - Point of information: Provost advises that there is a mechanism to update the 5 year academic calendar, if there is determined to be a compelling reason
 - Provost advises that Add/Drop deadline has broader implications for institutional reporting and Financial Aid eligibility
 - Requested that Academic Affairs Committee prepares report and presents to October meeting

Motion Approved – 17 in favor, 7 opposed

X. Discussion of previously circulated reports

- a. Chancellor, Marcelo Suárez-Orozco – welcome to Dr. Calvin Hill (Vice Chancellor for Inclusive Excellence and Belonging) and Dr. David Graham (Vice Provost for Student Equity, Access & Success)
- b. Provost and Vice Chancellor for Academic Affairs, Joseph Berger – transition from BlackBoard to Canvas is underway; NECHE Re-Accreditation Self-Study underway and external visitors on campus March 23-26th
- c. Vice Chancellor for Administration & Finance, Kathleen Kirleis - no discussion
- d. Faculty Representative to the Board of Trustees, *vacant* – no discussion
- e. Representative from the Faculty Staff Union, Caroline Coscia – report any racoon sightings to facilities and public safety
- f. Representative from the Professional Staff Union, Michael Mahan – after 3 bargaining sessions, little progress has been made on substantive issues because HR/Admin is filibustering over participation of Silent Bargaining Representatives
- g. Representative from the Classified Staff Union, Alexa MacPherson – facing identical treatment regarding Silent Bargaining Representatives, fighting for career ladder and revised payscale; CSU payscale has had no comprehensive overhaul for over 20 years whereas all other unions have within recent years

Appendix A: GSC Motions for September 2024 FC Meeting
All materials available for review on Curriculog

Motion #1

From: MCNHS

Request for course changes: to change the course titles of NURSNG 716, 717, 718, and 719 to make the DNP project seminar course sequence clear to students in the progression of the scholarly project and to change the course descriptions. The course descriptions were updated to reflect the new CCNE accreditation requirements/standards and changes in clinical practice. These changes don't change the workflow of the scholarly project that students are doing. The first course in the 5-course sequence is the new course NURSNG 714 DNP Seminar I: Translating Evidence to Improve Practice, recently approved through governance.

NURSNG 716: Change the title from Evidence Based Practice II: Designing an Evidenced Based Quality Improvement Project to DNP Seminar II: Designing and Evaluating Improvement Projects and change the description.

Old description: The focus of this course is on translating research and other forms of evidence to improve practice processes and outcomes. Learners refine and extend the knowledge and competencies acquired in Evidence Based Practice I, and Improving Health Care Quality to develop a theory-guided, evidence-based practice innovation that will improve quality, safety, outcomes, cost and/or access to care, for a specific practice setting or population. The improvement/innovation developed in this course applies principles from improvement science to design, implement and analyze practice improvement outcomes and impact. The end product of this course serves as the theoretical framework and foundation for the DNP Scholarly Project.

New description: This is the second of a 5-course sequence which focuses on translating research and other forms of evidence to improve practice processes and outcomes. Learners refine and extend the knowledge and competencies acquired in DNP Seminar I to develop theory-guided, evidence-based practice innovations that will improve quality, safety, outcomes, cost and/or access to care for a specific setting or population. The end products of this course serve as the theoretical framework and foundation for the DNP Scholarly Project.

NURSNG 717: Change the title from DNP Seminar: Project Implementation to DNP Seminar III: Implementation of a Theory Guided Improvement Project and change the description.

Old description: Theory and evidenced based research are applied with the goal of improving health care outcomes. Emphasis is placed on translation research into practice as a means to improve the delivery of health care. In a supervised internship experience,

students continue to develop the DNP Essential competencies through experiences in leadership, consultation, advocacy, interdisciplinary collaboration, and translation of research and theory into practice. Students investigate clinical problems in the context of the health care system and participate in supervised experiences that focus on solving clinical problems and the implementation of the DNP Scholarly Project.

New description: Theory and all levels of evidence (research and non-research) are applied with the goal of improving health care outcomes. This is the third of a 5-course sequence where emphasis is placed on translating research into practice to improve the delivery of health care. In a supervised practicum experience, learners continue to develop the AACN Essentials of Advanced Education through experiences in leadership, consultation, advocacy, interdisciplinary collaboration, and translation of research and theory into practice. Learners investigate clinical problems in the context of the health care system and participate in faculty and mentor guided experience that focus on solving clinical problems and the implementation of the DNP Scholarly Project. By the end of the semester learners have finalized the design for their DNP Scholarly Project and begun implementation.

NURSNG 718: Change the title from DNP Seminar: Project Synthesis to DNP Seminar IV: Improvement Project Synthesis and Outcomes and change the description.

Old description: Students progress in achieving the DNP Essential Competencies with clinical experiences and seminar leadership related to health care disparities and quality improvement. Students examine the clinical microsystem from the perspective of how data can inform the need for systems change. In conjunction with their capstone advisor and internship facilitator, learning is directed toward the evaluation phase of the approved DNP scholarly project and receiving direction in the development of the scholarly project publishable paper.

New description: This is the fourth course of a 5-course sequence where learners progress in achieving the AACN Essentials of Advanced Education with practicum experiences related to the learner's improvement project and seminars related to leadership principles for effecting change and health care disparities. Learners examine their project outcomes from the perspective of how data can inform practice and policy within the project setting. In conjunction with their faculty advisor, practice mentor, and committee member learning is directed toward the evaluation phase of the approved DNP scholarly project.

NURSNG 719: Change the title from DNP Seminar: Project Dissemination to DNP Seminar V: Dissemination of Project Improvement Outcomes and change the description.

Old description: Students continue to integrate the role of the DNP into clinical practice context that includes experiences in application of evidence to practice, leadership, consultation, advocacy, and interdisciplinary collaboration. Following DNP committee and IRB approvals of the scholarly project and work done in preceding courses, students complete the clinical immersion experience, the scholarly project, and summarize their

DNP clinical immersion experiences reflecting their achievement of the DNP Essentials Competencies. In seminars, students meet to examine the process and outcomes of their colleagues' DNP scholarly projects and analyze theory and evidence related to health policy and practice.

New description: This is the fifth of a 5-course sequence where the learner continues to integrate the role of the DNP into the practice site that includes experiences in application of evidence to practice, leadership, consultation, advocacy, and interdisciplinary collaboration. In this final seminar, learners complete the practicum experience and have implemented, evaluated the improvement project and synthesized the project outcomes. With guidance from faculty, mentors and peers, learners generate recommendations for practice and policy at the project site reflecting on their achievement of the AACN Essentials of Advanced Education Domains. In seminars, learners meet to examine the process and outcomes of their colleague's scholarly projects and analyze theory and evidence related to healthcare policy and practice.

Motion #2

From: MCNHS

Request for course changes: to re-activate NURSNG 735, to change the title from DNP Clinical Inquiry Seminar and Clinical Specialty Immersion to DNP Role Immersion Seminar, to change the course description, and to decrease the hours for the immersion to 80 hours to align more with the 3 credits of the course.

Old description: *This course focuses on the development and refinement of advanced practice nursing knowledge and skills in a specialty area. This faculty-guided seminar is tailored to the learner's area of interest and provides an opportunity for in-depth immersion in a clinical/conceptual area related to advanced practice nursing. Under the guidance of the faculty and clinical mentor, learners refine and apply state-of-the-art, evidence-based knowledge and skills in a specialty area and compare and contrast clinical approaches to the specialty area with attention to best practices as well as the social, political, economic, cultural and environmental factors that influence health and disadvantage vulnerable populations. Students meet on-line for the seminar and are expected to identify a mentor and site for the specialty immersion. Clinical hours/experiences (150 hours) are included in this course.*

New description: *This course focuses on the development and refinement of advanced practice nursing knowledge and skills across the practice, education, and policy domains of the DNP role. This faculty-guided, student-led, seminar is tailored to the learner's area of interest and provides an opportunity for in-depth immersion in a clinical/conceptual area related to advanced practice nursing. Under the guidance of faculty and the site preceptor, learners refine and apply state-of-the-art, evidence-based knowledge and skills in a specialty area and compare and contrast approaches to the specialty area with attention to best practices. The social, political, economic, cultural, and environmental factors that influence health and disadvantage vulnerable populations are discussed. Students meet*

on-line for the seminar component of the course. In addition, students are expected to identify a clinical mentor and site for the specialty immersion component of the course. Immersion hours /experiences (80 hours) are included in this course.

Rationale: This course has been inactive in the DNP program. The course description and course title were updated to align with the DNP domains/essentials for accreditation requirements. With the acceptance to the program of advanced practice nurses that are not nurse practitioners there is a need for more clinical hours than what is presently offered. The DNP program requires a total of 1000 hours at completion. This course will provide extra clinical hours to these advanced practice nurses and will also offer nurse practitioner students the option to complete an in depth clinical immersion experience within an area of nursing practice. Students will have a choice to complete this course or an elective.

Motion #3

From: CLA

Request for a program change to update the electives for the public history certificate in the History MA. This proposal would remove HIST 687 Genealogy and HIST 630 Digital Archives from the list of electives for the Public History Certificate and add HIST 626 Introduction to Archives, HIST 664 Boston History, HIST 682 Digital Public History, HIST 682 Native American History in the Public Sphere, and ENG 673 Digital Writing to the list of electives.

Rationale: This is to remove courses currently listed as electives that are no longer taught on account of faculty retirements and to add new elective courses that are being taught.

Motion #4

From: CLA

Request for a course change, to change the description of APLING 603 Language, Culture and Identity to eliminate wordiness and reflect the content of the course as it is covered by all instructors.

Old description: This course is designed to provide students a basis for a more comprehensive understanding of the various concepts and meanings of culture and the ways in which cultural practices help shape our identities, particularly how they are enacted and received in classrooms and second language education. The readings, discussions, and assignments are aimed toward developing potential pedagogical tools and educational programs that will be grounded in the research and concepts presented and explored in this course. The main goal is for students to develop their own personal, theoretically-grounded approach to teaching that facilitates cross-cultural communication in addressing the socially constructed notions and identifications of 'race' and their ensuing identities in the multilingual classroom. Both theories and practical research from the second language classroom and other domains will be illustrated. By writing about and discussing readings drawn from a broad literature base, students will analyze how multiple phenomena of culture and identity (e.g., power, race, nationality, ethnicity, gender,

language, sexuality, and class, among other factors) affect schools, the classroom, teachers, and students.

New description: This course explores concepts and meanings of culture and the ways in which discursive practices shape identities, particularly how they are enacted and received in classrooms and second language education. The readings, discussions, and assignments provide a rich understanding of how language constructs and is shaped by culture and identity, with special attention to power, race, nationality, ethnicity, gender, sexuality, and class. Theories and empirical research from language classrooms and other domains are presented. Students critically analyze how multiple phenomena of culture and identity affect students, teachers, classrooms, and schools.

Motion #5

From: CLA

Request for a course change, to change the course description of APLING 629 The Structure of the English Language to reflect topics currently covered in the course and language related to theoretical developments in the field of applied linguistics.

Old description: This course covers ways of describing the structure of English, starting with traditional methods used in many textbooks and finishing with alternative methods. It will discuss teaching methodologies and sociolinguistic considerations and provide opportunities for practice in applying these theories and techniques.

New description: This course introduces students to the structure of the English language. It briefly traces the historical development of English, and focuses on describing the grammatical structure of Contemporary English. Students apply this knowledge by exploring issues in teaching grammar to English learners, and use their grammatical awareness to develop effective pedagogical strategies for the ESL/World Language classroom.

Motion #6

From: CLA

Request for a course change, to change the title of APLING 670 from Testing in the Bilingual/ESL Classroom to Language Assessment in the Multilingual Classroom and to change the course description.

Old description: Students will become familiar with language proficiency and language dominance testing and with other measurement and evaluative procedures needed in the administration and instruction of limited English proficient students in ESL and bilingual programs.

New description: This course addresses assessments of English learners (ELs) in ESL/Bilingual classrooms and introduces specific practices that support fair and equitable assessment of ELs. Students become familiar with assessment principles and concepts

(validity, reliability, proficiency, dominance, norm- and criterion- referenced testing), social policy concerns, and types of assessment in the context of Massachusetts curricular frameworks. Students apply these concepts to assessment design and other classroom practices.

Rationale: *The description has been adjusted to provide greater detail on the topics in the course. The course title has been changed from “testing” to “assessment” to reflect that the course is not strictly about formal testing but includes informal assessment as well. The type of classroom has been updated from “ESL/Bilingual” to “Multilingual” to reflect a more inclusive perspective on the contexts of assessment covered in the course.*

Motion #7

Request for a course change, *to change the grading basis for APLING 899 Dissertation Research from "Graded" to "Satisfactory/Unsatisfactory".*

Rationale: *This is to align with the way in which the dissertation advisor determines whether the student is making adequate progress or not toward the completion of the dissertation each semester.*