



Faculty Council Meeting
Monday, Dec 2, 2024, 1:00-3:00 PM
Chancellor's Conference Room
Third Floor, Quinn Administration Building
<https://www.umb.edu/faculty-staff/faculty-council/>

Agenda

Supporting documents may be found in the December folder here: [1\) Fall 2024 Faculty Council Meeting Documents](#)
To access these documents, you must be signed into your UMB account

I. Motion to approve the agenda

II. Motion to approve the November 4, 2024 Meeting Minutes

III. Rereading of motion passed on 11/18/2024 (continuation of 11/4/2024 Meeting): motion for Faculty Council to endorse the CLA Senate's "Resolution on Space Use & Reservation Policies" (See Appendix A below)

IV. Motions from the General Education Distribution Committee (See Appendix B below)

V. Motions from the Graduate Studies Committee (See Appendix C below)

VI. Discussion of previously circulated reports from student government:

- Representatives from the Undergraduate Student Government – Julia Olszewski, Vice President: Care Days Proposal by Boston Intercollegiate Government (BIG) Intercollegiate Affairs Committee
- Representatives from the Graduate Student Government

VII. Mathematics Placement System (presentation)

VIII. Information Security Policies, including Acceptable Use Policy (AUP)

IX. Discussion of previously circulated reports from administrators:

- Chancellor - Marcelo Suárez-Orozco
- Provost and Vice Chancellor for Academic Affairs – Joseph Berger
- Vice Chancellor for Administration & Finance – Kathleen Kirleis

X. Discussion of previously circulated reports from union representatives:

- Classified Staff University Representative - Alexa MacPherson, CSU President
- Professional Staff Union Representative - Michael Mahan
- Faculty Staff Union Representative - Caroline Coscia, FSU President
- Representatives from the Graduate Employee Organization – Jonathan Vega Martinez

XI. Motion to review final exam policy (from the Mathematics Department) (See Appendix D below)

XII. Curriculog Updates, Issues, Concerns (all counselors please reread the Feb. 5, 2024 motion from Faculty Council Executive Committee re. Undergraduate Academic Programs (Certificates and Minors)).

XIII. Computer Lifecycle Policy: Faculty Feedback has been received; next steps?

XIV. Still seeking volunteers to serve as interim Parliamentarian

XV. Open seats on Faculty Council and Elections Committee

XVI. New Business

XVII. Motion to Adjourn

Appendix A

[Second Reading of] Motion to Endorse the College of Liberal Arts Resolution on Space Use & Reservation Policies

Whereas: The University unilaterally changed the Protest and Demonstration sections of the Space Use & Reservation Policies in the summer, notifying the campus community on August 30, 2024, and then doing so again on October 4, 2024 with no notification, curtailing the “maximum freedom of expression” necessary for faculty, staff, and students to protest and demonstrate on a public campus. Whereas these new amendments cause undue burdens on the right to speak publicly.

Whereas: On September 10, 2024, the Massachusetts Teachers Association (MTA) sent a cease-and-desist letter on behalf of the Faculty Staff Union regarding the implementation of the new Space Use Policy arguing that such changes are “an intrusion on our labor management relationship” requiring bargaining.

Whereas: This new policy recognizes only four locations (University Entrance, Campus Center Lawn, Skylight Par Plaza, Campus Center 1st Floor Terrace) as public assembly locations and bans the use of the following locations: “Interior spaces within academic buildings, administrative areas, libraries, computer labs, healthcare facilities, athletic facilities, and residence halls are restricted to their primary purpose and may not be used for protest or demonstration” (12).

Whereas: This new policy leaves it at the discretion of the university to determine whether protests and demonstrations are impromptu, i.e., due to events occurring within the span of the day (“spontaneous expression”) which can only lead to subjective assessment: “The University acknowledges that sometimes protest or demonstration by members of its community may be caused by immediate events for which the 5-day requirement is impractical. The University will work with individuals to comply with all other aspects of this policy, but exceptions to the advance notice requirement may be made when protests or demonstrations are caused by news or affairs coming into the public knowledge less than 24-hours previously” (13).

Whereas: This new policy fails to define how it will evaluate safety concerns regarding language: “If the use of flyers, banners, and signs creates safety concerns or impedes the participation of others, University officials will require the individuals carrying the posters, banners, or signs to move to a different location or remove their materials” (14).

Whereas: This new policy imposes undue and possibly “unlimited” financial obligations on persons and organizations protesting and demonstrating, which is determined solely at the discretion of the university: “Individuals must be prepared to compensate all university servicing departments for expenses resulting from protest or demonstration, including custodial services, traffic control, grounds maintenance, and event services arrangements. The chief of police or their designee, may exercise their public safety discretion to detail one or more police officers to attend and remain present for a protest, at which time services and any reasonable costs

accrued shall be the responsibility of the individual or individual(s) organizing and/or participating in the protest or demonstration or organization an event that triggers a counter protest. If unforeseen or extraordinary staff support needs arise from the protest, the university reserves the right to bill users of campus facilities whether or not such staffing support has been agreed to in advance” (14-15).

Whereas: This new policy fails to determine how employees or enforcement officials can distinguish between attire meant to conceal identities and attire used as safety precaution (“protective masks”) outside of subjective assessments: “Please note, attire that attempts to disguises or conceal the identity of the wearer that the institution may be deem as obstructing the enforcement of these rules or the law, or to intimidate, hinder, or interrupt a UMass Boston employee or enforcement official in the lawful performance of their duty is not permitted during protest or demonstration” (15).

Whereas: On October 8, 2024, the University deployed several armed police officers and unarmed security guards (including Chief of Police Stacey Lloyd) and several administrators (including the Vice Chancellor of Student Affairs, Karen Ferrer-Muñiz, and Mickey Gallagher, Executive Director of Labor & Employee Relations) to a peaceful assembly sponsored by the Beacon Coalition for Action (which consists of faculty, staff, and students) for not filling in the “Protest and Demonstration Advanced Notification Form.” Whereas this vigil for the lives of Khaliifah Ibn Rayford Daniels 'Abdul-Qudduus (“Marcellus Williams”), Ayşenur Ezgi Eygi, Aaron Bushnell, Matthew Nelson, and those murdered in conflicts throughout the world (including, but not limited to, Palestine, Lebanon, and Sudan) was asked to immediately disperse. Whereas there was no consideration as to the fact that there are new deaths and massacres each day that follow “spontaneous expression.” Whereas this demonstration at Skylight Park Plaza was met with intimidation and surveillance when the vigil refused to disband.

Whereas: On October 10, 2024, Kathleen Kirleis, Vice Chancellor Finance & Administration of the Space Use & Reservation Policies, stated that changes to the Space Use policy were grounded on the “marketplace of ideas.” Whereas this new policy transforms our public campus into an actual marketplace where speech will be taxed at the discretion of the university: “We basically started by really grounding the policy in affirming the marketplace of ideas where we were able to, which included and continues to include content-neutral time, place, and manner requirements that provide for us to ensure the safety of the campus community, to be able to have continuity of instructional activities as well as university business, and promote the exchange and discussion of ideas.”

And Whereas: The University has not responded to the cease-and-desist letters issued by the Faculty Staff Union (FSU), Classified Staff Union (CSU), and Professional Staff Union (PSU) or the letter from the Foundation for Individual Rights and Expression (FIRE) condemning the new policy as a violation of free speech rights.

Be it resolved that the College of Liberal Arts requests that the recent and unilateral changes to the Space Use & Reservation Policies be immediately rescinded and that the “Protest and Demonstration Advanced Notification Form” be suspended until bargaining and meaningful dialogue is had with faculty, staff, and students.

Appendix B

The General Education Committee and its Seminars Assessment Subcommittee offer the following motion for the December 4 Faculty Council agenda. The proposals may be found in Curriculog.

Motion That Philosophy 140G, Philosophy through Film, be approved as a First-Year Seminar,

Course Description: By using imagery from the medium of film, this course attempts to show how philosophy can interconnect themes and ideas presented by film directors. Film provides the opportunity to consider traditional philosophical problems, but in a manner more reflective of the mode of communication of the age. As an aid to class discussion, students read scholarly papers in conjunction with viewing and examining a film. Areas of

philosophy that are involved include metaphysics, epistemology, ethics, ontology, aesthetics, ethics, and social and political philosophy. Central topics include knowledge, moral issues, personal identity, human freedom and the meaning of life.

Appendix C

GSC Motions for December 2, 2024 FC Meeting
All materials available for review on Curriculog

Motion #1

From: CLA

Request for a course change: to change the description of APLING 605 so that it's easier to understand for students new to the field of applied linguistics, and to accurately reflect the course content and objectives regardless of the instructor.

Old description: This introductory course presents students with a theoretical background in the theory of second language development and language teaching. Concepts from the fields of applied linguistics, psychology, sociology, anthropology, and education will be presented in relation to fundamental questions about language learning. The course will focus on the foundations of language acquisition to build students' understanding of the relationship between research, theory and practice in second and foreign language teaching. Contributions of major schools of thought-including Behaviorism, Innatism, Cognitivism, Interaction, and Sociocultural theory - will be examined in relation to current and historical language teaching practices and beliefs.

New description: This introductory course presents students with a theoretical background in second language development, emphasizing the relationship between research, theory and practice in second and world language teaching. Historic and contemporary theories are critically considered in relation to language teaching practices and beliefs.

Motion #2

From: CLA

Request for a course change: to change the title of APLING 611 from Methods and Materials in Foreign Language Instruction to Teaching in World Language Classrooms, and to change the description.

Old description: This course seeks (1) to relate methods of teaching a foreign language to current Second Language Acquisition (SLA), research and theory and evaluate these methods; (2) to discuss classroom problems in light of current SLA theory; and (3) to look critically at textbooks and create new, specific course material to be tested and shared among all class participants. The course's hands-on approach bridges the gap between theoreticians and classroom practitioners: Students are encouraged-through reading, discussion, teaching demonstrations, and classroom observations-to explore and define the language teacher's role and to question their experience as language learners and teachers.

New description: This course provides students with an overview of approaches in world language instruction and research findings in language acquisition that can be applied to classroom practice. Through course assignments and activities, students (1) articulate goals and objectives; (2) design activities and materials appealing to diverse learners; and (3) create a variety of assessments to evaluate learning outcomes. The main goal of this course is to raise student awareness and reflective practice in their specific teaching context and to lead them to make informed pedagogical decisions.

Rationale: The course title has been changed from "methods and materials..." to "teaching" to reflect the recent shift away from "methods" in second language acquisition; it also now refers to the "World Language Classroom" to reflect changes in MA DESE's language to refer to the teaching of languages other than English in the United States. The course title and description have been updated to reflect current language used in applied linguistics and the Massachusetts Department of Elementary and Secondary Education to refer to language acquisition

theories, research, practices, and contexts, and to accurately represent the current content and structure of the course.

Motion #3

From: CLA

Request for a course change: to change the title of APLING 612 from Integrating Culture into the Language Curriculum to Intercultural Perspectives in World Languages, and to change the description. The new course title and description reflect developments in language teaching over the past decade and contemporary perspectives on cultural aspects of language teaching and learning.

Old description: This course takes a hands-on approach and bridges the gap between theoreticians and classroom practitioners. Participants can tie in their critical understanding of cross-cultural perspectives into numerous aspects of the language curriculum. They explore how culture has been taught traditionally and how cultural values are embodied in authentic documents. They gain awareness of potential cultural conflicts between their own culture and the culture they teach or their students' culture. Discussion and research are directed towards developing instructional units based on a large variety of authentic documents that reflect multicultural diversity and help students discover and resolve cultural conflicts.

New description: This course addresses ways of conceptualizing culture and fostering multiculturalism in language classrooms and beyond. Students explore how culture is embedded in language use and reflect on their own cultural perspectives. They critically analyze how culture has been traditionally addressed in language classrooms and textbooks. They also explore a variety of approaches to guide language learners in a variety of settings in their own development of intercultural awareness.

Motion #4

From: CLA

Request for a course change: to change the title of APLING 618 from Teaching ESL: Methods and Approaches to Teaching Multilingual Learners in the ESL and Bilingual Classroom, and to change the description.

Old description: This course familiarizes students with schools of thought that frame teaching English as a second language to immigrant children, youth, and adults in the US and elsewhere. Students will explore many language teaching methods and approaches with special focus placed on Sheltered English Instruction (the mandated instructional approach for ELLs in Massachusetts and in influential model world-wide). Course readings will examine psycholinguistic, sociocultural, and historical influences on ESL and Sheltered English instruction. Students' evolving understanding of teaching and learning English as second language will contribute to awareness of why and how their decisions affect a specific teaching context and will support informed pedagogical choices.

New description: This course familiarizes students with teaching PK-12 multilingual learners, including immigrant children and youth in the United States and elsewhere. Students explore strengths-based language teaching pedagogy with a special focus on English learners in Massachusetts. The course emphasizes theory-to-practice connections and community-engaged activism in ESL, Bilingual Education, and Sheltered English instruction. The course raises critical awareness and reflective practice for teachers of Multilingual Learners and leads them to make informed pedagogical decisions.

Rationale: The new title and description reflect updates in Massachusetts legislation related to the teaching of English to multilingual learners (specifically, the LOOK Act of 2017), include coverage of bilingual/dual language classrooms in addition to ESL and Sheltered English instruction, and the current prevailing pedagogical orientations in ESL and bilingual education classrooms.

Motion #5

From: CLA

Request for a course change: to change the title of APLING 621 from Psycholinguistics to Understanding Second Language Development, and to change the course description. The course title and description have been

updated to reflect current language used in applied linguistics, to accurately represent the broad number of approaches addressed in the course, and to include major areas of current research in the field.

Old description: This course introduces students to contemporary issues and theories of language development and to the field of Second Language Acquisition (SLA). It presents an overview of the major research findings on language learning during the last forty years: e.g., universal features of the L2 learner and the L2 learning process, nature and route of acquisition, Interlanguage, cross-linguistic influences; role of the environment and environmental triggers of acquisition; cognitive contributions. Students examine a range of SLA epistemologies and theories that attempt to account for some of these research findings and the issues they have raised. They practice critical evaluation of specific research studies and understanding their connections with current perspectives in the field.

New description: This course addresses theories and contemporary issues in the field of Second Language Acquisition (SLA), presenting a survey of the major SLA research findings collected in naturalistic and formal contexts during the last fifty years. Topics include the role of the learning environment in language acquisition, explanations for different levels of success among second language learners, variations in second language use, and the effect of classroom instruction on second language acquisition. The course provides students with an opportunity to reflect on both theoretical and practical considerations in the field of language learning and teaching.

Motion #6

From: CLA

Request for a course change: to change the course description of APLING 623 Sociolinguistics. The course description has been updated to reflect current language, research trends, and contexts of sociolinguistic inquiry.

Old description: This course examines language use in society in various contextual domains. It focuses on interactions in the classroom and local communities and the co-constructing and indexing of gendered, racial, and classed identities. The course addresses the latest theories and research in sociolinguistics and their implications. Topics include language and power, discourse and media representations, urban ethnographic studies, and ideologies of standardized languages.

New description: This course provides an introduction to sociolinguistics, the study of language use in society. Students examine variation at all levels of language and explore how variation works to co-construct and index gendered, racial, and social-class identities in everyday interaction and institutional contexts. The course presents various sociolinguistic theories and research findings, focusing on implications for the language learning classroom and local communities. Topics include language and power, media representations, urban ethnographic studies, and ideological notions of standardized languages.

Motion #7

From: CLA

Request for a course change: to change the course description of APLING 627 Phonetics and Phonemics. The course description has been updated to reflect the content that is currently regularly covered in the course.

Old description: This course will cover the sound system of English and the principles of phonetics and phonemics as well as provide an introduction to phonology. Students will practice using this knowledge to do error analysis and to teach aural/oral skills.

New description: This course covers the sound system of English, the principles of phonetics and phonemics, regional and social variation in English pronunciation, and provides an introduction to phonological analysis. Students practice using this knowledge to do error analysis and to teach aural/oral skills in English and other languages.

Motion #8

From: CLA

Request for a course change: to change the title of APLING 688 from English as a Second Language Licensure Pre-Practicum to Pre-Practicum and to change the description.

Old description: This one-credit course meets the pre-practicum requirement for students seeking ESL Licensure in Massachusetts (Levels: PK-6; 5-12). Students complete 75-hours of supervised observation in a public-school classroom in Massachusetts. They also teach one lesson at their pre-practicum site; this lesson is observed and evaluated by their Supervising Practitioner and the UMass course instructor.

New description: This course meets the pre-practicum requirement for students seeking ESL (Levels: PK-6; 5-12) or World Language Licensure (French, 5-12). Students complete 75 hours of supervised observation and teach one lesson in a public school classroom in Massachusetts. This lesson is observed and evaluated by the Practicum instructor.

Rationale: The change in course title and description reflect that the course now applies to students seeking either an ESL or FL (French) teaching license. Also, the teaching observation and evaluation will be conducted only by the pre-practicum instructor (and not the supervising practitioner).

Motion #9

From: CLA

Request for a course change: to change the course description of APLING 690 Field Experience.

Old description: This course grounds students' academic work in the practical realities of the classroom and student learning. Each student will design a semester-long field experience in coordination with the course instructor based in action research or student teaching in which they respond to the specific needs and questions of their teaching or research context. The seminar community and readings will support students in developing reflexivity in their teaching and research practice and in linking practice to theory and policy.

New description: This course grounds students' academic work in the practical realities of language use in multiple contexts, including classrooms, communities, and professional settings. Each student designs a semester-long field experience grounded in an applied linguistics professional context in coordination with the course instructor. The seminar community and readings help students to develop reflexivity and connect theory to practice.

Rationale: The course description has been updated so students may conduct their semester-long field experience project in any professional context where they apply their coursework in the program; students may engage in a broader range of field experiences besides the ESL or World Language classroom.

Motion #10

From: CLA

Request for a course change: to change the title of APLING 698 from Practicum/Field Experience to Practicum and to change the description.

Old 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.

New description: This course is designed for teacher candidates pursuing their English as a second language (ESL) or World Language Licensure. This is one component of the 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 being an engaged member of the language education profession and multilingual learner education community.

Rationale: The course title has been changed so that it does not overlap in language with the title of another course offered for graduate students not seeking licensure, APLING 690 Field Experience, and the description has been updated to clarify that this course is intended for students pursuing licensure in teaching a World Language in addition to ESL licensure students.

Motion #11

From: CLA

Request for a new course, APLING 706 Sociolinguistic Research Methods, to provide students with a solid understanding of the range of methods used in conducting sociolinguistic research, and current questions and issues related to data collection and analysis, technological advances, and research ethics.

Description: This course provides students with a foundational background in sociolinguistic research methods that are used to explore connections between language, diversity, and place, with a focus on conducting sociolinguistic research in multilingual urban communities. Through course readings on research methodology, case studies, class discussions, guest speaker presentations, and hands-on data collection and analysis, students learn about approaches and issues in sociolinguistic data collection, instrument design, analytic methods, and ethical issues in conducting sociolinguistic research and working with minoritized communities.

Rationale: This course will fill a gap in the Applied Linguistics PhD program by providing practical training in the variety of research methods used by sociolinguists to answer questions about language variation, change, contact, use, and attitudes in multilingual societies. In addition to reading classic and contemporary writing on methodology and a selection of recent case studies employing these methods, students gain practical experience in developing sociolinguistic research questions, designing research instruments, recruiting participants, and conducting small scale sociolinguistic research projects in local neighborhoods.

Motion #12

From: CEHD

Request for a program change: to eliminate 1 elective requirement (3 credit hours) from the Urban Education Leadership and Policy Studies PhD Plan of Study.

Rationale: This request is to stay competitive locally and nationally with other PhD programs. Nationally, PhD programs typically require students to fulfill 60 or fewer credit hours. For example, UMass Amherst Social Justice Education PhD requires 52 credit hours. The current Urban Ed PhD program requires 63 credit hours: this proposal would reduce the requirement to 60 credit hours.

This proposal was approved on Curriculog through the GSC step as a superficial proposal, but should have been put in as a substantial proposal. It has since been re-approved through the substantial proposal process.

Appendix D

Background

In its initial meeting of this term in September, this Council approved the “UMass Boston Academic Calendar Next 5 Years 2025 to 2030” as presented by the Provost. Based on this Calendar, and Final Exam Rubric policy currently in place with the Registrar, the Math Department is facing a daunting task to report course grades on time. In addition, our students may be seriously inconvenienced, perhaps needlessly, due to current policies and the vagaries of the calendar.

In service to the widespread needs of the University’s undergraduate programs, the Math Department administers about 1,200 final exams across all our core (100-level) courses each term. The Department has in place a policy of coordinating each of these courses across sections, and in each course title administering the same exam at the same time to all its students. The Final Exam Rubric schedules these coordinated course exams for 3:00pm and 6:30pm on Friday of Final Exam Week, which this term falls on December 20, 2024, and Final Exams will end on

Friday in each of the next 10 academic terms. In the interests of academic integrity and instructional equity the Department does not allow for alternate exam dates to accommodate holiday travel or family plans. Its strict adherence to requiring in-person hard copy final exams, which count for 35% of student final grades, may place the Department as an outlier relative to other areas with no need for end-of-term assessments.

Since the Department remains convinced that its pedagogical strategies are necessitated by the specific nature and importance of its subject matter, the Chair has requested that the Faculty Council look into the University's policy on Final Exam scheduling. Current policy is not operating in a manner that supports the Department's instructional efforts, and at minimum is causing avoidable inconvenience to our students. A different Rubric policy may greatly mitigate these consequences with little or no incremental effect on other departments or programs. Since this policy affects all Colleges and the operation of all Departments, the Faculty Council is an appropriate body to review the policy and consider possible adjustments. Some study of how Final Exams are operating currently is needed to inform such a policy review.

Motion

The Faculty Council request that the Provost work with the Council, as well as the Registrar and other elements of his Academic Administration organization, to review the Final Exam Rubric policy and consider possible alternatives to benefit both the Faculty and our students.

An initial specific request is that the Provost work with the Registrar to collect data on the operation of Final Exams in Fall 2024, to include: the list of courses and sections that schedule final exams, and the relevant numbers of students in these classes, broken down by each time block specified in the Final Exam Rubric, and to convey these data, along with whatever summary analysis is deemed of interest, to the Faculty Council as early as possible in the Spring term. The Council also requests that the Provost work with the Registrar to repeat this data collection and reporting effort in the Spring term, to report results to the Chair of the Academic Affairs Committee of the Council as soon as possible during the Summer Term.