**University Governance**
**Faculty Council**
https://www.umb.edu/faculty_staff/faculty_council
**Monday, September 12, 2022**
**1:00-3:00 PM**
**Chancellor's Conference Room**
**3rd floor, Quinn Administrative Bldg.**

**Agenda**

**I. Approval of the Agenda**

**II. Motion to approve the May minutes**

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

**IV. Motions from the Graduate Studies Committee**

**Motion #1** (8 course changes in Curriculog; additional materials in this folder)
**From: CNHS**
**Request to codify in Wiser pre-requisites and co-requisites for courses in the MS in Nursing. Courses affected are NU 637 Mental and Psychosocial Health of the Urban Family, NU 640 Advanced Health Promotion and Disease Prevention Across the Lifespan, NU 639 Primary Care of the Adult, NU 670 Primary Care of the Adult Practicum, NU 671 Primary Care of the Older Adult, NU 672 Primary Care of the Older Adult Practicum, NU 681 Primary Care of the Childbearing Family, NU 682 Primary Care of the Childbearing Family Practicum.** Students will complete the 3ps (NU 614 Advanced Pathophysiology, 615 Advanced Health Assessment, 634 Advanced Pharmacology) as foundational learning before more advanced courses (NU 637, 640). Students will complete Health Promotion, NU 640, as an introduction to primary care and clinical practice before moving into NU 639, the first of the advanced clinical courses. NU 639 is a pre-requisite or co-requisite to the other didactic courses, NU 671 and 681. The practicum courses have their corresponding didactic courses as co-requisites (NU 639 for NU 670, NU 681 for NU 682, NU 671 for NU 672). NU 670, Adult Practicum, is a pre-requisite for the other two practicum courses, NU 672 and NU 682. **Please see chart in this Motions folder.**
**Rationale:** Having the current practice of course progression reflected in WISER provides added assurance that students will progress through these courses in the manner that faculty has already determined most beneficial. Most of these pre-requisites and co-requisites are already stated on the syllabi.

**Motion #2** (in Curriculog)
**From: MGS**
**Request for a new course, PPOL-G 603 Community-based and Participatory Research, open to students across the university for them to learn the skills, knowledge, and orientations necessary to conduct community-based and participatory research.** The course complements the other courses the program offers in research methods (research design, quantitative methods, and qualitative methods), without duplicating topics.

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

**Motion #3** (in Curriculog)
**From: CEHD (SGISD)**
**Request to change the title of GISD 615 from Leadership in Global Inclusion and Social Development to State, Sovereignty and Governance for Inclusion and Social Development and change the course description and content.**
**Old description:** This course examines the concept of leadership and the impact of personal values, beliefs, communication styles, and experiences. It introduces students to different leadership theories and approaches to leadership development as well as leader roles and responsibilities (including ethical leadership and socially responsible leadership) in the context of global inclusion and social development. The course teaches students to assess their own leadership style through self-reflection and strategies and techniques to continually improve their leadership skills and competencies with applicability to groups, organizations, communities, and cultures. Through a combination of lectures, guest speakers, assigned readings, and group discussions, students learn about leadership practices including issues and challenges in the areas of health, disability, community organizing and development, and policy and systems change. Student grading will be based on course participation, participation in self-reflection, and as well group work (leader interviews and book club). Students in master's and doctoral programs in global inclusion and social development can choose to take this course or the Population Needs and Global Practices course.
**New description:** State and governance regimes of various sorts design, implement, as well as comprise crucial context for any work within global inclusion and social development. This course familiarizes students with theories, research and practice regarding the role of the state and governance as it pertains to inclusion and development. The course examines the emergence of the state, including pre- and non-Westphalian state contexts, specifically experiences of colonization and the development, and the near-universal inheritance of the modern state. We explore contemporary forms of the state, and pressures emerging and surrounding it, including those of the market, civil society and democracy. The course then moves to the recent transformation of statehood and the shift to new modes of governance, specifically the role of non-state actors across scale--from local to global--and investigates how various institutions, corporate power and political society shift the role of states.
**Rationale:** The GISD faculty has determined that the class as currently imagined does not offer a clear benefit to students and is difficult to deliver coherently. The class—which predated any of the current faculty's hiring—has always been a somewhat awkward mix of teaching leadership skills and teaching the study of leadership; further, the study of leadership is deeply grounded in an epistemic trajectory that is very specific to the Global North, making it hard to develop a global perspective. The new transdisciplinary syllabus fills a gap on formal and informal governance regimes that has been present in the curriculum.

**V. Reports – 10 mins maximum**
a. Chancellor – Marcelo Suárez-Orozco
b. Provost and Vice Chancellor for Academic Affairs – Joseph Berger
c. Faculty Representative to the Board of Trustees- Marlene Kim
d. Representative from the Faculty Staff Union – Caroline Coscia
e. Representative from the Graduate Employee Organization—Chidimma Ozor Commer

f. Representative from the Undergraduate Student Government – TBD
g. Representative from the Graduate Student Assembly – Delaney Bowen

**VI. Resolution from Marlene Kim and Joel Fish**

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

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

**Whereas** the sample size from these evaluations can be very low and the results skewed for teaching, and

**Whereas** fewer comments and thus qualitative information are obtained from these results, and

**Whereas** these evaluations are used not only to help instructors teach better but also in our promotions review, and

**Whereas**, everyone has an interest in having high response rates and better evaluations, and

**Whereas**, departments are the units who decide on how to evaluate teaching, and

**Whereas**, some departments are unhappy with the low response rates and low qualitative outcomes and want to go back to paper or in-class evaluations or otherwise increase response rates, and Whereas the Academic Technology Committee (ATC) recommended that "ALL course evaluations be completed using either Evaluation Kit or Qualtrics—hence no paper evaluations" (ATC power point presentation to faculty council on December 6, 2021), but that these software fail to meet the needs of all faculty and all departments as discussed above, and

**Whereas** the Academic Technology Committee (ATC) met in May 2022 but still are encouraging departments to use electronic course evaluations (EK or Qualtrics) despite problems with low response rates and (for some) the inability to increase these rates with the suggestions made by IT, and

**Whereas** Provost Berger affirmed in Faculty Council on February 7, 2022 that departments choose how to evaluate teaching, including the modality of teaching, so that departments, not the administration, decide whether to use paper or online evaluations, but

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

**Whereas** the email that went out to department chairs in spring 2022 that instruct them on how to increase response rates for online evaluations and provide a timetable for these evaluations, and only after two pages, in a small paragraph, is a statement saying that paper-based evaluations are also being made available but that department units must administer these (much as in the online courses), so that this option seems burdensome and some department chairs may not have read this part of the email, so **Whereas**, some faculty are unaware of the availability of paper evaluations and almost none know that departments can use multiple methods, so that some faculty can use paper evaluations through

Gradescope and others the online evaluations, and departments can calculate analytics such as averages and frequencies for all faculty even if some use online and others use paper evaluation methods, and

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

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

**Be it resolved** that the Faculty Council affirms departments' ability to decide on how to conduct teaching evaluations, including the modality (such as using paper evaluations, online evaluations, or both), and

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

**Be it finally resolved** that the university administration clearly inform all faculty and department chairs without prejudice that
1. Paper evaluations through Gradescope are a viable alternative to electronic evaluations;
2. Paper evaluations have significantly increased response rates compared to electronic; and
3. Faculty can use both paper and electronic evaluations in a department, and analytics (means, frequencies) across paper and online evaluations can be calculated for faculty and departments.

**VII. Resolution from the Faculty Council Executive Committee**

**RESOLUTION IN SUPPORT OF MENTAL HEALTH CARE DAYS**

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

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

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

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

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

**VIII. Motion from Sociology Faculty – Kevin Wozniak and Andrea Leverentz**
**Moved,** That the following "criminal and disciplinary history disclosures" questions be removed from all UMB graduate application forms:
- "Have you ever had disciplinary action taken against you at an educational institution? Answer 'yes' if you have ever been found responsible for a disciplinary violation at an educational institution that you have attended from the 9th grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in your probation, suspension, removal, dismissal, or expulsion from the institution?"
- "Have you ever been convicted of a felony or other crime? Note: You are not required to answer 'yes' to the criminal history question if the criminal adjudication or conviction: (1) has been expunged, sealed, annulled, pardoned, destroyed, erased, impounded, or otherwise ordered by a court to be kept confidential. (2) was a first conviction for misdemeanor drunkenness, simple assault, speeding, minor traffic violations, or disturbance of the peace. (3) any conviction of a misdemeanor where the conviction occurred more than five years prior to the date of this application, unless you were sentenced to imprisonment upon conviction of the misdemeanor, or you have been convicted of another criminal offense within the five-year period."

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

**X. New Business**

**XI.  Motion to adjourn**