



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

University Governance  
Faculty Council  
[https://www.umb.edu/faculty\\_staff/faculty\\_council](https://www.umb.edu/faculty_staff/faculty_council)  
Monday, November 1, 2021  
1:30-3:30  
Zoom Webinar

**Minutes for November 1, 2021**

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

**Members absent:** Matthew Bell (CSM); Lillian-Yvonne Bertram (CLA); Sommer Forrester (CLA); Werner Kunz (CM)

**Representatives present:** Marlene Kim (Representative to the BoT); Michael Mahan (PSU); Gordon Smith (Undergraduate Student Government); Steve Striffler (CLA)

**Representatives absent:** Graduate Student Assembly (TBD)

**Ex Officio members absent:**

**I. Approval of the Agenda**

Vote: Voice vote

Approved unanimously.

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

- The Board of Trustees (BoT) Rep. noted a correction on the label of "FSU Rep." to be changed to "BoT Rep." She wanted the Appendix of the minutes to be amended to more accurately reflect her presentation at the BoT September meeting.

Vote: Voice vote

Approved unanimously with amendment.

**III. Chair's Comments**

- The CLA special election to replace a resigning member was won by Rafael Jaen in Performing Arts. He is on sabbatical in the fall so he will begin in Spring 2022. Regarding the agenda, the Chair noted that a motion sponsor could not be here for item number nine so it would be postponed until the December meeting.

#### IV. Reports – 5 mins each

##### a. Chancellor – Marcelo Suárez-Orozco

- The Chancellor informed the FC about the Black Lives Matter (BLM) ceremony and noted the success of a more complete understanding of this movement for the University community at large. He stressed UMass Boston's reaffirmation of the importance of this movement in relation to our teaching and learning as a University. He invited all partake in UMass Boston's commitment to Black lives. He thanked Dr. Joseph Cooper and the members of the BLM planning committee.
- He thanked the community for helping with the success of the return to campus concerning COVID-19. 6 members have been furloughed for failing to adhere to the vaccine mandate and less than 1% of the campus community was given medical or religious exemptions. We have had a total of 74 confirmed cases. 66 were students and 8 were employees. To the Administration's knowledge, there have been zero hospitalizations. They continue to conduct PCR tests each week with a positivity rate of 0.5%. Nearly all come from symptomatic testing. Statewide, the daily positives continue to slow and have been declining steadily. He informed the FC of the mask mandate continuing throughout the semester. They remain hopeful that with the approval of further vaccines and boosters the rate of COVID-19 will continue to decline. Safety will always be the number one priority.
- Undergraduate Admissions is processing applications for Spring and Fall 22. There has been a slight increase in spring applicants based on comparison with this time last year. He noted the start of a new admissions platform, SLATE. They are doing a phased trial for Graduate Admissions this December and January. There will be in-person and virtual open houses coming up in November. They will take additional safety measures in relation to COVID-19. Spring 2022 graduate admissions are showing a slight increase as well in comparison to this time last year.
- The budget will be presented in December to the BoT and they will continue to make any changes for first quarter activities.
- Last week, the campus announced the membership of eleven committees and subcommittees to ensure coordination across all strategic planning efforts.
- The Chancellor closed by thanking Facilities and the construction company for safely reopening and fixing the damage caused by the high winds from the recent storm.

#### DISCUSSION:

An FC member asked the Chancellor about COVID-19 cases and whether or not further information could be given regarding contact tracing for these cases and whether or not the cases were resolved. The Chancellor responded that he could send information to faculty regarding procedures that align closely with public health recommendations. An FC member asked more specifically about the follow-up that UHS gives students since instructors are left off

the emails sent to students. The Chancellor said he would follow up and send information to the FC Chair to send out to all FC members.

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

- The Provost echoed the sentiments of the Chancellor and reiterated the importance of addressing the issues of systemic racism, trauma, violence, and oppression that continue in our society. The Provost stressed that restorative justice will be a part of each and every committee and sub-committee to lead the University to become a leading anti-racist institution. Some committees will immediately begin this important work and lay the groundwork for the other committees to make sure each group aligns with restorative justice issues. They look forward to sharing a draft soon about the vision they have. He wants to get this done right away since this will anchor the work of other committees.
- The Provost's Office will get the committees together for updating teaching evaluations and the alternative scheduling committee. They will be joint endeavors. He noted that the Provost's Office looks forward to working with FC on those issues. They are working to institute a technical infrastructure to support these processes moving forward in hopes that they will be easier, more efficient, and more transparent. They are open to suggestions to create infrastructure that supports all involved in the process.
- They are working with requests from colleges about using hybrid or BeaconFlex options for the spring. WISER has been updated with the proper modality for the classes that were approved and they continue to gather information so that Human Resources can approve the remaining requests. They anticipate the spring semester to operate in a similar fashion to the current fall semester.
- Dean searches will continue this week into next week with three finalists for the College of Management. He encouraged all to attend and provide feedback. They will launch a search for the Dean of the Manning College of Nursing and in a couple of weeks and launch a search for the CEHD Dean. UMB hired a consultant to launch the search for the Dean of the Library.

DISCUSSION:

An FC member asked for some clarity on the process of approving remote classes in terms of the time frame, since it seems that faculty are receiving notices too close to the start of the semester or registration. He also asked for clarity on how the distinction will be further evaluated between remote vs online. The Provost responded about the ever-changing vaccination eligibility and availability, as well as requirements, and whether the campus would be allowed to have mandates and how that informed their decision-making process. The Provost stressed the importance of defining the difference between these two modalities moving forward.

An FC member thanked the Provost for creating a mission statement that reinforces the importance of anti-racism and infrastructure. She also noted that improving the infrastructure of the classrooms would provide and enhance student experience and learning outcomes. The Provost responded that they are looking at an overall re-structuring for the University with IT support and will work on providing further details on this.

An FC member asked about the hybrid option since there seemed to be some confusion about whether or not that was an option for instructors. The FC member asked if they could submit a request now since they didn't know it was an option at the time. The Provost responded that

they don't want to make confusion for students but faculty could submit a request if there was a compelling reason.

The BoT Rep. asked about travel and approval for conferences. The Provost explained that travel is not banned but instead there is a pre-approval process for it.

Another FC member asked for clarity about remote and online and the difference between asynchronous vs synchronous. The Provost explained the distinction between the classes in relation to cost and finances. The FC member asked if the course was remote, if faculty could include asynchronous classes within the course. The Provost responded that faculty could, but they want to avoid confusion for students. The FC member hoped that financial support could also be included for graduate students. The Provost responded that all students would factor into student success.

An FC member also thanked the Administration for the anti-racist stance and wondered where making African American Studies 101 a general education requirement was in the planning process. The Provost stated that restorative justice should drive the campus and academic planning and that the various offices should work together to make sure they address equity and inclusion as a core educational experience for all students. They need to have a shared governance process to drive this decision. The FC member stressed that Africana Studies should be at the center of this movement and strategic planning.

c. Vice Chancellor for Administration and Finance – Kathleen Kirleis

- SEE APPENDIX.

DISCUSSION:

An FC Rep. asked about the "all campus budget." The Vice-Chancellor responded that she cannot speak about other campus budgets and can only speak about UMass Boston's budget.

An FC Rep. asked about the possibility of closing the campus on winter break. The Vice-Chancellor responded that the campus will only be closed during the week of Christmas, but currently they were looking to pilot some schedules to save money so that certain offices could work remotely. They expected to have more information in the following week.

An FC member asked about worst-case scenario if the campus ran out of COVID stimulus money. The Vice Chancellor explained that they would be looking at how the money assisted the students and the campus. They will look at what the state appropriates, but until they are a bit farther in the budget process, they were committed to continuing a dialogue with the campus community about the budget.

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

- No report since there was no BoT meeting.

e. Representative from the Faculty Staff Union – Steve Striffler

- SEE APPENDIX.

DISCUSSION:

An FC member asked for clarification on the discussion of merit and whether or not this will actually go through. If there is no guarantee about merit, then why are faculty doing work to review performance. Thence ensued an ongoing discussion between FC members and the FSU president about merit, pay raises, and bargaining the current contract.

Several FC members requested clarity on these issues of merit pay and raises from the FSU president.

- f. Representative from the Professional Staff Union – Michael Mahan
  - SEE APPENDIX
- g. Representative from the Graduate Student Assembly – TBD
- h. Representative from the Undergraduate Student Government –Gordon Smith
  - The Rep. stated that a number of students are having a difficult time transitioning back to in-person learning. While the USG feels the P/F policy is headed in the right direction, they hope the administration can work with students on this transition. The USG also had a Town Hall meeting last week and is working with campus police on civil right issues with a committee that meets once a week with the goal of community organization.

## V. Motions from the General Education Committee

### **1. Moved: That Anthropology/Native American and Indigenous Studies 347L, Indigenous Research Methodologies, be approved as satisfying the Social and Behavioral Sciences Distribution requirement.**

**WISER Course Description:** This course is designed to introduce students to a variety of research methodologies, present core concepts in critical Indigenous studies, and demonstrate how to implement ethical practices into any research design. Intended for students who are interested in initiating their own research projects in the future, the course is structured to enable those with little prior knowledge of Indigenous research methods to plan, document, and revise an original project and appropriate research questions. This course is international in focus with some readings from Indigenous scholars in Australia, New Zealand, Palestine, Scotland, and more (i.e. settler or colonized states). Literature is drawn from Indigenous scholars and case studies from communities such as Ahkwesáhsne Mohawk, Ngāti Awa and Ngāti Porou iwi Aboriginal Australians, and Sisseton Wahpeton Oyate Dakota, just to name a few. This course builds on students' preexisting experiences, preferred methods of inquiry, and research interests so that they gain a deeper understanding of the skills and tools required for the social sciences and humanities disciplines more broadly but can be applied in many disciplines, even those unrelated to Native studies. Finally, this course will also introduce students to several beneficial technologies and software programs for use in research for general literature reviews and bibliography compilation, collaborative analysis of qualitative data, and digital humanities projects.

General Education Capabilities: Critical Reading and Analysis and Using Technology to Further Learning.

Vote: Voice vote

Approved unanimously. MOTION CARRIES.

### **2. Moved: That Anthropology/Native American and Indigenous Studies 347L, Indigenous Research Methods, be approved as satisfying the International Diversity requirement. (Please see previous motion for WISER course description.)**

Vote: Voice vote

Approved unanimously. MOTION CARRIES.

**3. Moved: That Asian Studies 280. Southeast Asian Cultures be approved for the World Cultures Distribution requirement.**

**General Education Capabilities: Critical Reading and Analysis, and Effective Communication.**

**WISER Course Description:** Southeast Asia is a crucial world region that is home to diverse peoples, languages, and religions and has been influenced by migration, trade and colonialism. This course examines themes in the cultures, history, and politics of the countries that constitute Southeast Asia: the mainland states of Myanmar, Thailand, Cambodia, Laos, and Vietnam and the island states of Malaysia, Singapore, Indonesia, the Philippines, East Timor, and Brunei. The central aim is to study this region's cultural diversity across complex geographies, cross-cultural transactions, and periods of dramatic social change. Understandings of culture will be informed especially by its interconnections with race, ethnicity, nationality, class, and gender.

- The Rep. Noted that "Southeast" should be one word with a lowercase "e" for motions #3 and 4.

Vote: Voice vote

Approved unanimously. MOTION CARRIES.

**4. Moved: That Asian Studies 280, Southeast Asian Cultures, be approved as satisfying the International Diversity requirement. (Please see previous motion for WISER course description.)**

Vote: Voice vote

Approved unanimously. MOTION CARRIES.

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

**Motion #1**

**From: CLA**

**Request to change the name of HIST 690: Thesis Prep to Final Project Prep**

**New course description:** This is a required course for advanced graduate students who have completed or nearly completed their other course work and are preparing to write a history review essay (History track only) or a thesis (all tracks). Public History and Archives students planning to write a capstone may elect to take this course after consultation with their track director. For all students, History 690 offers an opportunity to immerse themselves in the historiography for their final project. In this class, students locate and read relevant sources, identify the questions they intend to pursue, and write a proposal. Students should have a final project topic and advisor identified before enrolling in History 690.

- The Rep. requested that they take motions #1 and 2 together since they are related.

**Motion #2 (related to Motion #1)**

**From: CLA**

**Request for a new course HIST 695: History Review Essay**

**Course Description:** History 695 provides students with an opportunity to develop and complete the historiographical essays they propose and plan in History 690. Successful essays demonstrate deep reading in and extensive knowledge of a chosen field of historical scholarship. Essays showcase the ability to synthesize, analyze, and evaluate secondary texts by asking critical questions about historiography, research methods, sources, and theory. Overall, completed essays provide a record of mastery in historical thinking and practice befitting the holder of a graduate degree in history.

**Rationale:** The History Review essay gives History track students a 3-credit final project alternative to the 6-credit thesis, thus allowing them to take one additional elective. This will give History track students the same flexibility around final projects that Archives and Public History track students enjoy. It will also make the History final project expectations more consistent with the standards of other CLA departments.

Vote: Voice vote

Approved unanimously. MOTIONS CARRY.

### **Motion #3**

**From: CEHD (SGISD)**

**Request:** to remove the GRE/MAT as an admissions requirement for the Orientation & Mobility (O&M), Vision Rehabilitation Therapy (VRT), Assistive Technology for Visual Impairment (ATVI), and Cerebral/Cortical Visual Impairment (CVI) tracks in the Vision Studies MEd. The Teacher of Students with Visual Impairment (TVI) track will retain the MTEL as an admission requirement.

**Rationale:** These tests are not predictive of success and are not required by similar programs in North America. In addition, requiring these tests can be barriers to diversity and inclusion. There are other admissions requirements that can be reviewed to better predict performance, such as the personal essay, interview, and letters of recommendation.

Vote: Voice vote

Approved unanimously. MOTION CARRIES.

### **Motion #4**

**From: CEHD**

**Request:** to remove the GRE as an admissions requirement for the School Psychology MEd/EdS program.

**Rationale:** taking the GRE presents a barrier to graduate school applicants, especially for some students of color, students with limited financial resources, and students whose first language is not English. Other admissions requirements can be reviewed to draw more diverse cohorts, such as the personal statement, letters of recommendation, undergraduate performance, and interview. A comparable graduate program at UMass Amherst does not require the GRE for admission.

Vote: Voice vote

Approved unanimously. MOTION CARRIES.

## **VII. CES Subcommittee Introduction (Lusa Lo)**

- Postponed to December meeting by motion sponsors.

## **VIII. Report from the Academic Technology Committee (Aparva Mehta and James Soldner)**

- SEE APPENDIX.

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

- Postponed to December meeting by motion sponsors.

**X. New Business**

- NO NEW BUSINESS.

**XI. Motion to Adjourn**

Approved unanimously.

Good afternoon. As mentioned by Chancellor Suárez-Orozco, the university's Board of Trustees will be meeting in December and the following items are slated to be discussed:

- 1) Five Year Forecast – the university system updates its five year forecast on a regular basis. The most recent five year forecast was completed in fall 2019, before the start of the COVID-19 pandemic. No five year forecast was completed in FY21 due to the pandemic. A new forecast will be presented at the December Administration and Finance Committee meeting.
- 2) FY22 first quarter projection – this agenda item will report out on the results of the first quarter from July 1, 2021 through September 30, 2021 as well projected results for the remainder of the fiscal year through June 30, 2021. Enrollment results for the fall semester will be included in these results and in our campus' case, since our enrollment results were less than what had been originally budgeted, our operational plan will need to be adjusted based on these actual results to date so that we will be able to end FY22 with a minimum of a balanced budget.

One-time federal stimulus funds have allowed universities, including ours, to stabilize finances during the pandemic, but will end this fiscal year. The university system is involved with planning at the state level with the current planning underway regarding the state's stimulus funds, sometimes referred to as ARPA funds. There potentially is an opportunity for the campus to receive additional funds as part of this funding. Without any stimulus funding, for FY23, a structural deficit returns and planning for FY23 will be underway to reduce this deficit depending on what stimulus may be available. We will be looking at both revenue solutions and expense reductions as part of this process. As the strategic planning process progresses, we will be using its results to update our forecast in future years to align with this plan.

The Office of Budget and Financial Planning will be kicking off the budget process for the FY23 operating and capital budgets shortly later this month. We will continue to use the UM Plan, the budget planning software tool in this process. The Provost's Office will also launch specific requirements for Academic Affairs as part of this planning process, so your colleges and department heads will be receiving more information as part of this process.

As mentioned by Provost Berger, the Activities Based Budgeting project, or ABB, is now underway. ABB is a multi-year project, so FY23 will be planned using the current incremental budgeting process that is now in place. Regardless of the budget model, our campus still needs to align our revenue and expenses so that the budget is structurally balanced. The budget model is just a vehicle for us to do so. It does not take care of eliminating a structural deficit in and of itself. However, it will provide us with a powerful tool to utilize as we all use our collective knowledge and wisdom about our campus and higher education as a whole to eliminate any remaining structural deficit once and for all.

Finally, I also echo the Chancellor's thanks to our Facilities team for their efforts last week to recover from the damage sustained on campus by last week's storm. Thank you.

I'll start with a quick word about bargaining, which has recently re-started, including two sessions last week.

In terms of salary, as you know, the parameters for raises are largely set by the governor—by the state. This year, those parameters are across-the-board raises of 2.5%-2%-2% over the three-year contract, plus a one-time 1.5% bonus in the first year.

The Administration has proposed carving merit out of these already pretty small across-the-board raises, offering us across-the-board raises of —1.5%-1%-1%—with the rest coming in the form of merit raises of up to 1%-1%-1%.

We are countering by proposing that all of the money be given as across-the-board raises (2.5%-2%-2%). As it is, these raises do not even keep up with the cost of living. They are simply too small to carve merit out of – both in the sense that the FSU believes everyone deserves at least a 2% raise and in the sense that squeezing merit out of 1% is not worth the effort. We have urged Administration to return with a proposal that includes merit paid for by the university, **on top of** (but not out of) the across-the-board raises provided by the state, as well as an additional \$500 bonus for all members.

Beyond this, the FSU is pushing:

- That promotional raises be increased in order to address our low salaries while keeping up with inflation and our colleagues at Amherst (for example, from Assistant to Associate Professor, or Lecturer to Senior Lecturer I);
- NTT faculty get a longevity raise of \$6500 at 20 years of service;
- salary floors be increased (again, reflecting both inflation and salaries at Amherst);
- To address more salary anomalies, we are proposing to increase the pool from \$60,000 to \$100,000 and include **Scholarship of Practice** Clinical Nursing professors of all ranks;
- We are also proposing that the Summer/Winter per course rate be increased to a whopping \$6000

The other major proposal we are currently bargaining is located largely within Article 15 of our contract. – deals with Workload... With regard to Article 15, Administration is pushing for:

- greater control over increasing course caps;
- a formal path for evaluating whether faculty are or are not “research active” (and hence remain at 2-2 or be bumped to a 3-3 teaching load);
- a requirement that faculty respond to all work-related email communications in the summer.
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The FSU is pushing within the framework of Article 15:

- that pre-tenure faculty be given a real Research-Intensive Semester prior to going up for tenure;
- a 2-2 teaching load be written into the contract for all tenure-line faculty;
- control over course cancellations for “low enrollments” rest firmly within academic departments;
- NTT faculty should have basic rights in departments, including the right to attend department meetings and vote (with details to be determined by departments) – in effect taking what the Faculty Council has done here to the dept level.

Our next bargaining session is on Nov 18<sup>th</sup> – come join us... it's a hoot.

One other thing that seems relevant to Faculty Council. The FSU has gotten a emails from faculty concerned about the university's decision not to offer any face-to-face courses over the winter session as well as about rumors of shutting or partially the campus down over winter break – that Kathleen addressed. Faculty concerns about the winter session courses are broad – with faculty wondering whether the university has or should have the authority to simply switch all courses from the default of face-to-face, which of course the university has insisted on all fall....to a default of all remote/online in the winter. But the concerns are also specific in that many faculty believe face-to-face courses are far superior than remote....for educating our students; wonder about limited student access to remote/online education and whether this shift cuts some out; and what this means for some faculty who have been teaching face to face in winter sessions for years....and what that means for them. I think everyone more or less accepted the university's decision to switch away from face to face during a pandemic, but given that we have been selling face-to-face all Fall....it doesn't seem as though this winter move to remote/online is connected to the pandemic – but related to other concerns.....

I'll stop there...

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Faculty Council Meeting  
Report by Professional Staff Union Representative  
Michael M. Mahan  
November 1, 2021

- Bargaining Update
- Campus Closure During Semester Break

### **Bargaining Update**

1. The university administration rejected the PSU proposals on flexible/remote work and the Professional Staff Salary Administration Program (PSSAP).
2. PSU and management agreed that no new proposals would be submitted; counters to existing proposals will be allowed. It is an achievement to have reached the end of new proposals when actual negotiations begin.
3. Members of the PSU bargaining committee do not anticipate settling this contract quickly. There are dozens of proposals on the table on important issues, including salary, and the PSU is not willing to give up on those without a fight

### **Campus Closure During Semester Break**

The PSU was concerned about the discussions to close during the semester break, in particular since the union was not consulted at all, but we're pleased they have decided to explore a modified approach by” piloting some functions and/or schedules to go remote” during this time.

# ATC - YEAR IN REVIEW

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AY: 2020 - 2021

# THE TEAM

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Ex-officio Members:

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

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

# PROJECTS / ACTIVITIES

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



# PROJECTS / ACTIVITIES

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

# PROJECTS / ACTIVITIES

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

# RECOMMENDATIONS TO FACULTY COUNCIL

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

# PRESENTATIONS

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



# LOOKING FORWARD

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- Support for multiple modes of instruction [F2F, Online, Hybrid, Remote & BeaconFlex]
- Implementation of the OER program
- The migration away from Scantron to online tests/exams using Blackboard & Gradescope
- Course Evaluation System – use of Evaluation Kit or Qualtrics
- Invested in Microphones for faculty to checkout from AV Offices
- Continuation of the ‘TEACH’ Fall 2021 Team Meetings/Demos
- Survey Students on their preference on modality of Teaching & Learning

# CHALLENGES ENCOUNTERED

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- Funding the investment in Technologies
  - Students pay \$400 a year as Technology Fee – Transparency on where the money is being spent
  - Lab Fee + Technology Fee – students being hit twice
- Emergency Support – During Blackboard Testing