



Faculty Council Meeting
Monday, Nov 4, 2024, 1:00-3:00 PM
Monday, Nov 18, 2024, 1:00-3:00 PM
Chancellor's Conference Room
Third Floor, Quinn Administration Building
<https://www.umb.edu/faculty-staff/faculty-council/>

Agenda (Revised)*

Supporting documents may be found in the November 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 Oct 7, 2024 Meeting Minutes

III. Motion to approve new members and chairs of Standing Committees (see [Appendix A](#) in Agenda folder for current list of Standing Committee members. Send changes to faculty.council@umb.edu):

- Academic Affairs Committee Member: Michael Johnson, representative from the Restorative Justice Commission (2024-2025 AY)
- Research Committee Co-chairs: Daniel Remein (CLA) and Sun Kim (nursing - new member)
- Writing Proficiency Subcommittee Member: Bryan Williams, Undergraduate Studies
- Distribution Subcommittee Co-chairs: Ting Chen, Sheldon Kovitz, and Lisa Rivera

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 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

VII. Motion concerning the Graduate Assistant Allocation Policy (**See Appendix D below**)

VIII. 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

IV. Discussion of previously circulated reports from student government:

- Representatives from the Graduate Student Government
- Representatives from the Undergraduate Student Government – Julia Olszewski, Vice President

X. Inter-College Requirement Change Notification motion. (**Appendix E below**)

XI. Curriculog Updates, Issues, Concerns

Request for clarification: who has access to documents posted on Curriculog?

XII. Seeking volunteers to serve as interim Parliamentarian

XIII. Open seats on Faculty Council, including representative to the Board of Trustees

XIV. Contract with Stata: software can be downloaded onto school-owned computers for \$25, but since graduate students are not supplied with their laptops by UMB they have to pay \$180/yr for the same software.

XV. New Business

XVI. Motion to Adjourn

Appendix A

Faculty Council Standing Committees 2024-2025 Updated 10/27/2024

Appendix B

The General Education Committee and its Distribution Subcommittee offer one motion for the November 4 Faculty Council agenda. The proposal may be found in Curriculog.

Moved: That Gerontology 190, Death and Dying, be approved as satisfying the Social and Behavioral Science distribution requirement.

Course Description: This course focuses on death and dying as social phenomena, which have implications not only for the dying person, but for surviving relatives and loved ones, as well as for social systems and structures that manage the dying process. Taking an analytic approach to death and dying, this course aims to help students link personal experiences of death and loss with broader social and structural issues concerning death, dying, and bereavement. This will include discussion of healthcare and life sustaining treatment, palliative care and hospice, as well as bereavement and rituals surrounding death and burial.

General Education Capabilities (two are required): Verbal Reasoning (Critical Thinking), Critical Reading and Analysis, and Effective Communication (writing, speaking, or other forms of expressive communication).

Appendix C

GSC Motions for November 4, 2024 FC Meeting. All materials available for review on Curriculog

Motion #1

From: CEHD

Request for a new course, HIGHED 895 Dissertation Support Seminar, for doctoral students who need additional support at any point in the Dissertation process and is malleable to meet the individual needs of the students who register. It is tailored for students who have completed their coursework and have struggled to finalize their dissertation proposal or have been away from their doctoral program for a number of years. The course is a scaffold to equip students with practical skills in basic research designs, empowering them to make informed judgments that align research designs with specific research problems in higher and urban education. Students learn how to construct a research question that can be empirically addressed during dissertation preparation, enhancing their research capabilities and fostering a sense of confidence in their abilities. Previously offered as HIGHED 797 - 02 Special Topics Dissertation Support Seminar, Spring 2024.

Description: This course is designed for advanced doctoral students who have completed coursework (including all program dissertation seminar courses) and at least two semesters from coursework completion. Those enrolled in this support seminar will work on completing preliminary dissertation proposal work that is needed to move toward completion of their individual study/research topic for their dissertation in their doctoral program of study. Students will be provided with assistance with academic writing, research study (re)conceptualization, literature searches, research design, drafting, and writing final drafts of their dissertation proposal.

Motion #2

From: CEHD

Request for a course change to INSDSG 655 Project in Multimedia. This proposal would combine INSDSG 655 Project in Multimedia and INSDSG 651 Designing Your Online Professional Presence and allow for two streams within the same course. Because there are two streams, students would be permitted to take the course twice for credit (unless they have already taken INSDSG 651). This new model would mean that INSDSG 651 is not offered for the foreseeable future. This requires a change to the course description for INSDSG 655 and allowing the course to be repeated once, with the student taking the other stream the second time.

Old description: This course provides an opportunity for students to create a website or eBook project using multimedia including text, hypertext, images, video, audio, and interactivity. The process begins with the creation of an instructional design document specific to multimedia projects. Students use their choice of technology tools to complete the project.

New description: This course provides an opportunity for students to create a website or eBook project using multimedia including text, hypertext, images, video, audio, and interactivity. The process begins with the creation of an instructional design document specific to multimedia projects. Students use their choice of technology tools to complete the project. This course has two learning streams: (1) the project stream which involves creating an educational eBook or Website, and (2) professional portfolio which involves creating an online portfolio. This course can be taken twice.

Rationale: To complete their certificate in Instructional Technology, graduate students in the Instructional Design program need to take either INSDSG 655 Project in Multimedia or INSDSG 651 Designing Your Online Professional Presence. With the reduced frequency in running the courses due to lower enrollment, students end up taking whichever is available, which often is not appropriate for them.

Although the projects themselves involve creating different types of content, both courses require the creation of a multimedia project. This change allows INSDSG 655 to run more frequently and helps to ensure that students take the track that aligns best with their needs.

Appendix D

*** A portion of the preamble was not included in the agenda due to a copy and paste error. It has been added below. The full preamble and motion were posted in the Motions folder and read aloud before voting.**

Resolution on Graduate Assistantship Allocation Policies

The Provost announced in an October 2nd (2024) memorandum for the deans of all colleges that the Office of Graduate Studies will now require a new Graduate Assistant (GA) allocation “application,” which significantly changes the way that the number of GAs for each graduate program will be determined. Instead of receiving level funding, or the same number of GAs from year to year, each program will now have to apply for a certain proportion of their expected funding, which is now up for reallocation to other programs. These applications for GAs, which will be due by December 1st of this year, will be evaluated by a committee that will make decisions based on the following guidelines.

- Priority will be given to requests that:
 - Demonstrate a direct contribution to instructional capacity and effectiveness.
 - Provides GAs with explicit professional development, specialized skills training, and academic learning.

- Prioritize support or doctoral students, while providing opportunities for Master’s students.
- Demonstrate clear objectives, duties/responsibilities.
- Demonstrate clear outcomes for the program and the GA.

Since this policy proposes to make significant changes to graduate education on this campus, we would like to propose the following resolution for the Faculty Council to adopt.

Whereas, the new Graduate Assistant (GA) allocation policy was determined without consultation with Graduate Program Directors (GPDs);

Whereas, the application for each GA will require an unreasonable amount of extra work to be done within an unreasonably short timeline;

Whereas, the successful application for a GA line by program/department faculty will not guarantee a GA position for students in the program/department;

Whereas, the timing of the application for this academic year will negatively affect the recruitment of new students and lead to an overall decrease in graduate program enrollment;

Whereas, this policy requires graduate programs to violate current agreements about multiple years of funding for students;

Whereas, without further evaluation of governance documents, this policy may revise specified GA support in graduate program proposals that were already approved through the process of academic governance;

Whereas, GPDs have not been given an explanation or evidence for why the previous allocation model needs to be changed and why it needs to be changed now;

Whereas, the priority for doctoral programs will likely shrink or shutter Master’s programs, especially those that cannot support students through external grant funding;

Whereas, the priority for “instructional capacity” will likely reduce the number of Research Assistants (RAs), eliminating research support for faculty that will deny students opportunities to receive faculty mentorship, develop research skills that are critical for their education as graduate students, and participate in publication opportunities;

Whereas, without further evaluation of the consequences for diversity, equity, and inclusion, reallocation may cut GAs from programs and colleges that support students from historically underrepresented populations, particularly first generation, working class, and BIPOC students;

Whereas, this new policy will create competition between programs and colleges that will negatively affect our commitment to be an anti-racist and health-promoting public university:

Be it resolved, that the Provost and the Office of Graduate Studies put an immediate halt to the rollout of this new policy, convene a committee of GPDs from across all colleges to offer direct input in the development of any new GA allocation policy, and maintain level funding for all programs until any new policy is fully evaluated by all GPDs in all graduate programs.

Appendix E

Motion: Inter-College Requirement Change Notification

The following motion[s] are meant to remedy a structural problem in the undergraduate program review process that came to the attention of the Faculty Council Executive Committee in early September: A program change in one college may involve a course offered by a department in another college. The involvement may be the addition or subtraction of the course from major requirements. Because the unit offering the course is not part of the college proposing the change, that unit is not

assured of learning of the change through a normal review process leading to the college senate, where all departments are represented. Lack of timely notification may affect a department's scheduling and resource planning.

Thus, the following three motions are offered:

1. That academic units contemplating program changes that affect the offerings of units in other colleges should notify those units on impending changes so that those units might track proposals' progress through Curriculog.
2. That College senates are asked by the Faculty Council to check that those units from other colleges whose courses are part of program proposals have been notified of the changes during the senates' review of the proposals. This request is made in the interest of collegiality among colleges and the effective use of instructional resources.
3. That a question be added to the Curriculog form for substantial program changes (up1) that asks originators of proposals to state whether the proposed change requires or eliminates contributions of course spaces from colleges other than their own. The question would include a request that a copy of a notification to each affected unit be included in the proposal's "file" folder and inclusion of the affected unit in the decision route.