



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)

November 7<sup>th</sup>, 2022

## Minutes for Monday, November 7, 2022 1:00-3:00

**Members present:** Nurul Aman (CLA), Gonzalo Bacigalupe (CEHD), Lynne Benson (CLA), Daniel Dowling (CSM), Todd Drogy (HONORS), Kui Du (CM), Paul Dyson (CLA), Joel Fish (CSM), Sommer Forrester (CLA), Priscilla Gazarian (CNHS), Edward Ginsberg (CSM), Mohsin Habib (CM), Janna Kellinger (CEHD), Robert Kim (CM), Harry Konstantinidis (CLA), Sharon Lamb (CEHD), Nelson Lande (CLA), Lusa Lo (CEHD), Pamela Nadash (MGS), Timothy Oleksiak (CLA), Neil Reilly (CSM), Jason Rodriguez (CLA), Betsy Sweet (CLA), Michael Tlusty (SFE) Amy Todd (CLA), Phil Troped (CNHS), Gretchen Umholtz (CLA), Roberta Wollons (CLA), Zong-Guo Xia (SFE), Kai Zou (CNHS)

**Members absent:**

**Representatives present:** Marlene Kim (Representative to the BoT); Caroline Coscia (FSU); Michael Mahan (PSU); Jonathan Vega-Martinez (GEO); Dhruv Naik (USG); Delaney Bowen (GSA)

**Representatives absent:**

### I. Approval of the Agenda

**VOTE: Voice vote**  
**Approved.**

### II. Motion to approve the October minutes

**VOTE: Voice vote**  
**Approved.**

### III. Motions from the General Education Committee

**Motion 1: That Gerontology 180, Diversity and Aging, be approved as satisfying the Social and Behavioral Sciences Distribution. (From the Distribution Subcommittee; in Curriculum.)**

Course Description: This course provides an overview of the diversity of the aging population in the United States, and the influence that this diversity has on the lived experience of aging individuals, through a multidisciplinary lens, using a life course and cumulative advantage framework. Key concepts, current research findings, and important policies concerning older adults are discussed. "Diversity" in this course is construed broadly to incorporate race, ethnicity, gender identity and sexual orientation, immigration status, and ability, as well as how these identities interact--intersectionality."

Rationale: In addition to its focus on the Social and Behavioral Sciences, the course provides training in Verbal Reasoning (Critical Thinking) and Critical Reading and Analysis, two of the five General Education capabilities as required for all Distribution courses.

**Motion 2: That Modern Languages/French/Italian/German 377L, Rebellion! On Being Young in European Fiction, be approved as satisfying the World Cultures distribution requirement. (From the Distribution Subcommittee; in Curriculog.)**

Course Description: This comparative literature course examines youth cultures, intergenerational relationships and conflicts, coming-of-age stories, narratives of filial rebellion, and the quest for one's own identity in French, German, and Italian fiction. Through this thematic lens, the class introduces students to key authors, genres, and movements in European literary history between the 18th century and today, while also focusing on the interconnectedness between literature and culture. Taught in English. MLLC 377L, FRENCH 377L, ITAL 377L and GERMAN 377L are the same course.

Rationale: This course examines the problem of ethnocentricity, as required for World Culture courses, and teaches two of the five General Education capabilities, Verbal Reasoning (Critical Thinking) and Critical Reading and Analysis as required for all Distribution courses.

**Motion 3: That Women's, Gender, and Sexuality Studies/American Studies 343L, The Cultural Politics of HIV/AIDS, be approved as satisfying the Humanities distribution requirement. (From the Distribution Subcommittee; in Curriculog.)**

Course Description: This course uses feminist, queer, and critical race frameworks to interrogate the social, political, and cultural aspects of HIV/AIDS. Not merely a virus, HIV is also a set of cultural meanings tied to gender, race, nation, and the body. By focusing on political activism and cultural production (film, art, etc.) we will employ a critical humanistic approach to the epidemic that goes beyond biomedicine or epidemiology. Because a great deal of the popular and scholarly attention to the AIDS crisis has focused on white, gay, cisgender men the course examines the politics of HIV/AIDS through an intersectional lens that takes into account how race, gender, class, nationality and so on have shaped the crisis and the experiences of people living with HIV/AIDS. Although we will focus on the cultural politics of HIV/AIDS in the United States from the time the crisis emerged in the early 1980s through day, we will also consider the pandemic in terms of US empire.

Rationale: The course provides training in Verbal Reasoning (Critical Thinking) and Effective Communication (Writing and/or Speaking), two of the five General Education Capabilities, as required of all Distribution Courses.

**Motion 4: That Women's, Gender, and Sexuality Studies/American Studies 343L, The Cultural Politics of HIV/AIDS, be approved as satisfying the U.S Diversity requirement. (From the Diversity Subcommittee; in Curriculog.)**

Course Description: This course uses feminist, queer, and critical race frameworks to interrogate the social, political, and cultural aspects of HIV/AIDS. Not merely a virus, HIV is also a set of cultural meanings tied to gender, race, nation, and the body. By focusing on political activism and cultural production (film, art, etc.) we will employ a critical humanistic approach to the epidemic that goes beyond biomedicine or epidemiology. Because a great deal of the popular and scholarly attention to the AIDS crisis has focused on white, gay, cisgender men the course examines the politics of HIV/AIDS through an intersectional lens that takes into account how race, gender, class, nationality and so on have shaped the crisis and the experiences of people living with HIV/AIDS. Although we will focus on the cultural politics of HIV/AIDS in the United States from the time the crisis emerged in the early 1980s through day, we will also consider the pandemic in terms of US empire.

Rationale: The course's intersectional approach of race, gender, class, and nationality satisfies the requirement of exploring at least two dimensions of diversity.

**Motion 5: That Women's, Gender, and Sexuality Studies/Latinx Studies 229L, be approved as satisfying the U.S. Diversity requirement. (From the Diversity Subcommittee; in Curriculog.)**

Course Description: This interdisciplinary course combines Latinx/o/a Studies and Sexuality Studies with a feminist lens to examine how sexuality both shapes and is shaped by immigration, race, class, gender, gentrification, language, religion, culture, and kinship. In the tradition of critical ethnic studies, the course examines sexuality by centering Latinx knowledges, histories, cultural production, and everyday lives. Although the primary focus is on Latinx sexualities in the United States, our analysis will be grounded in a

transnational and diasporic context. Topics may include queer latinidad, sexual health, family formations, sex work, media representation, social movements, and visual and performing arts.

Rationale: The course's focus on the range of Latinx peoples and varieties of sexuality, with its attention to race, class and the other categories of identity mentioned in the course description, satisfies the requirement of exploring at least two dimensions of diversity.

**Motion 6: That History 337, Making a Second Sex: Women and Gender in Modern European History, be approved as satisfying the International Diversity requirement. (From the Diversity Subcommittee; in Curriculog.)**

Course Description: This course examines the history of Europe from the Enlightenment through the present, using the primary prism of women and gender, with secondary, intersectional lenses of class, ethnicity, race, and sexuality. We will focus on gendered themes such as private vs. public, sameness vs. difference, sexuality, feminism, and women's political roles, and we will look at major moments like the Enlightenment, French Revolution, Imperialism, the World Wars, Eastern Europe, Decolonization and Contemporary Identity. At the same time, we will take an intersectional lens to many of the events of European history, using gender alongside of class (in the Industrial Revolution and the Russian Revolution), race (in imperialism and decolonization), ethnicity (especially in discussions of ethnic cleansing in the Balkans), and sexuality (in the interwar period and in the contemporary period). In so doing, we will demonstrate how a focus on women and gender, with implications in class, ethnicity, race, and sexuality, leads to an essential shift in how we think about the major times and events of European history. Due to these multiple themes and foci, this course satisfies the UMass Boston requirement for International Diversity."

Rationale: The course's analysis of women and gender in relation to ethnicity, race, and sexuality, satisfies the requirement of exploring at least two dimensions of diversity.

**Motion 7. That History 456, Faith and Politics in Islam: Devotion, Reform, and Jihad in Historical Perspective, be approved as satisfying the International Diversity requirement. (From the Diversity Subcommittee; in Curriculog.)**

Course Description: Course Description: This course is an exploration of aspects of faith and politics in Islam. It will trace the spread of ideas of personal reform, rationalism, orthodoxy and Sufi mysticism. The course then looks at the impact of print cultures and new educational institutions in proposing a unified and singular global Muslim identity. The course will also examine devotional and political movements that are central to contemporary Muslim thought. This course satisfies the international diversity requirement by exploring Islamic culture in a global framework, including South Asia, the Middle East, Southeast Asia and Caribbean, and studying the lives, expectations, participation and experiences of women and non-elites in Islamic societies.

Rationale: The course studies Islam in a "global framework," with emphasis on women and non-elites, meeting the requirement of exploring at least two dimensions of Diversity.

**Motion 8: That Asian Studies/History 251L, South Asia in the Indian World, be approved as satisfying the International Diversity requirement. (From the Diversity Subcommittee; in Curriculog.)**

Course Description: The Indian Ocean region includes Southern and Eastern Africa, the Persian Gulf, South Asia, and parts of Southeast Asia. This course will study the influence of South Asia in the creation of systems of state, and the circulation of goods, labor and capital through his region over two hundred years. This course satisfies the international diversity requirement though focus on the experiences of and interrelationships between participants in the production, trade and consumption of commodities, with a 4 focus on national origin, social class, and the free and unfree and the intersections of these experiences, identities and conditions.

Rationale: As the course description states, the Indian Ocean region is studies though focus on the experiences of and interrelationships between participants in the production, trade and consumption of commodities, with a focus on national origin, social class, and the free and unfree and the intersections of these experiences, identities and conditions. It thus fulfills the requirement of exploring at least two elements of diversity.

**Vote: Voice Vote**  
**Motions Carry**

**IV. Motion to Approve New and Reelected Nominees to Faculty Council Standing Committees for a 2022-2024 term:**

- a. Academic Affairs Committee
- b. Academic Technology Committee
- c. Budget and Long-Range Planning Committee
  - Joel Fish (CSM)
- d. Graduate Studies Committee
- e. Library Committee
- f. Joint Athletics Committee
  - Steve Ackerman (Honors College)
- g. Research Committee
  - Douglas Bolender (CLA)
- h. General Education Committee and Subcommittees

\*Note: The Executive Committee still seeks nominees for additional vacant seats; additional confirmations are forthcoming.

**Vote: Voice Vote**  
**Motion Carries**

**V. Motion from the Holistic Evaluation of Teaching Task Force**

The Task Force on the Holistic Evaluation of Teaching moves that during the Fall 22 and early part of the Spring 23 semesters the various college senates and departments within each college discuss the recommendations of the task force for a cluster of approaches to provide holistic evaluation of teaching, and we strongly encourage departments to articulate by the end of February 2023 a plan for how best to implement the recommendations within their department and the support and resources needed to do so. A subcommittee of task force members will be available to consult on college and departmental plans.

**DISCUSSION:**

It was encouraged that this is a motion from the taskforce, not a FC committee, and the taskforce does not have a right to make a motion. It is preferred that a member make the motion. It was also reminded that the Faculty Council makes motions to the provost and the direction of this motion appears to be to the senate and the faculty. It should be focused to the provost also clear that the provost doesn't have to accept the motion. It was also reminded that it is not a motion to change the way evaluations are done, but to remove the racist and sexist implications that these evaluations foster. This is a softer approach to balance department's rights and to not ignore the data of racism and sexism inherent in the evaluations.

It was asked what the next step would be after approval? The next step is to have departments interested start conversations on moving toward these types of evaluations along with some type of outline. Departments should reach out to the taskforce to help initiate the process. There was concern about just letting the departments figure out if they want to do it and how they make the changes, as it is not just a lower-level problem: it transcends to the AFRs, personnel reviews, etc. It requires classroom visits, systematic training, time-intense labor, university resources (CLRs, stipends, other compensation), and most importantly, student input. The Provost added in that it is a good plan to look at the groups that pilot these types of programs to be able to create data to be used and refined in a larger scale.

-Another:

**AMENDMENT TO CHANGE THE WORDING OF THE MOTION:**

"The Task Force on the Holistic Evaluation of Teaching moves that during the Fall 22 and early part of the

Spring 23 semesters the various departments within each college discuss the recommendations of the task force for a cluster of approaches to provide holistic evaluation of teaching, and we strongly encourage departments to articulate by the end of April 2023 a plan for how best to discuss, engage with, and consider the implementation of the recommendations within their department and the support and resources needed to do so. A subcommittee of task force members will be available to consult on college and departmental plans."

**Vote: 18 Yes, 4 No, 2 Abstain**

**Motion Carries**

**VI. Resolution on Continuing Development of Africana Studies from the Faculty Council Executive Committee**

**WHEREAS** "the Faculty Council shall have the following purposes.

- A. To ensure the representation and participation of members of the faculty in the governance of the Campus and of the University as a whole.
- B. To ensure the effective coordination of actions taken by the governance units of the individual colleges as they affect the Campus and the University as a whole.
- C. To ensure the transparent maintenance of academic and procedural standards.
- D. To discuss and recommend policies and procedures affecting the Campus as a whole."

**WHEREAS** the UNIVERSITY OF MASSACHUSETTS BOARD OF TRUSTEES STATEMENT OF UNIVERSITY GOVERNANCE clearly indicates that

"The Board...recognizes that the faculty, the students, and other groups within the University have the right, the responsibility, and the privilege of advising on policies affecting the University." "When appropriate, governing bodies shall have the privilege of recommending policies and procedures affecting the campus and the University as a whole, including, among other matters, academic matters, matters of faculty status, and student affairs." "By virtue of its professional preparation and its central concern with learning and teaching the faculty will exercise primary responsibility in such academic matters as curriculum, subject matter and methods of instruction, research, admissions, libraries, and other aspects of University life which directly relate to the educational process."

**WHEREAS** the ACADEMIC PERSONNEL POLICY OF THE UNIVERSITY OF MASSACHUSETTS AMHERST & BOSTON dictates and past precedent affirms that "Academic freedom, equal opportunity, and affirmative action are principles to be honored throughout the University, but they are particularly significant in academic personnel policy." and "The faculty has primary responsibility in matters of faculty status, such as appointments, reappointments, promotions, tenure and salary adjustments."

**WHEREAS** Africana Studies (Black Studies) has had a long and rich history at the University of Massachusetts Boston for nearly 50 years resulting in substantial expertise in Africana Studies.

**WHEREAS** the Provost committed the necessary funds on May 17, 2022, for Africana Studies to hire a senior scholar and two tenure-track faculty positions: one open rank and one assistant professor.

**Therefore**, be it Resolved that

1. the existing faculty in the Department of Africana Studies at UMass Boston should be included in the processes of identifying the specialties of the three positions and development of the position descriptions.
2. the university should follow the customary process and timeframe for faculty searches, providing adequate time for position advertisement and applications and conducting telephone/video and campus interviews during academic semesters so that faculty and community members can actively participate in such critical functions.

3. members of the search committee should have expertise in the areas of specialty identified for the three new positions and include the representation of the faculty in the Department of Africana Studies.

**MOTION to move the meeting to Executive Session**

**Vote to Move to Executive Session: Passed**

**21 Yes, 5 No, 1 Abstain**

**\*\*\*Executive Session Passed – Meeting Closed to All Participants Except Voting Members\*\*\***

**Vote on VI. Resolution...Africana Studies: Passed**

**21 Yes, 1 No, 4 Abstain**

**VII. A Progress Report of the Ad Hoc Committee on the Revision of the Faculty Council Bylaws**

**Tabled Until Next Meeting**

**VIII. Reports – THE FOLLOWING REPORTS ARE INCLUDED AS APPENDIXES**

- a. Chancellor – Marcelo Suárez-Orozco
- b. Provost and Vice Chancellor for Academic Affairs – Joseph Berger
- c. Vice Chancellor for Administration & Finance – Kathleen Kirleis
- d. Representatives from the Graduate Employee Organization—Jonathan Vega-Martinez

**Chancellor's Remarks  
Faculty Council  
November 7, 2022**

Good afternoon. My thanks again to Dr. Zong-Guo Xia and the Executive Committee for the opportunity to provide remarks today.

Before I share updates on Enrollment, Student Affairs, and Covid-19, I want to recognize the wonderful work of Dr. Joseph Cooper, Dr. Monique Cooper, and all faculty, staff and student volunteers who coordinated today's Black Lives Matter Day. This year's theme is "A Beautiful Resistance: Black Excellence Through Art Expression and Leadership." The morning began with a spectacular panel discussion on a "Beautiful Resistance through the Arts," moderated by Jeneé Osterheldt of the Boston Globe, with panelists: Andres Holder, executive director of the Boston Children's Choir; Catherine T. Morris, founder & artistic director, BAMS Fest; and OJ Slaughter, photographer and creative director. What an insightful and enlightening discussion this was – I was so pleased to attend in person.

Again, my thanks to all involved in planning this year's successful Black Lives Matter Day.

**Enrollment**

Admissions and recruitment activities are well underway for both Spring 2023 and Fall 2023.

- New undergraduate students entering in the spring are largely transfer students and completed applications for that population is up 18%, year to date.
- New Masters applications have doubled for spring 2023 and the growth is largely concentrated in accounting, business administration, business analytics, finance, information technology, and nursing – and predominantly from international students.

Our Fall 2023 first year early action deadline was November 1 and applications are up 12 percent compared to this same time last year. We have benefited from strong attendance at the two Open House programs held this fall which helped bring over

900 prospective first year students to campus. Thank you to everyone who came out and helped support the events.

At this month's Graduate Program Director meeting we had an opportunity to talk about the recent move of Graduate Admissions to the Division of Enrollment Management. This shift will allow us to dedicate more resources to graduate enrollment with a focus over the next year on marketing & recruitment, customer service, processing & operations, systems & technology, goal setting & projections, and reporting.

### **Student Affairs**

- Our **students' mental health** continues to be a top priority, not only for our campus but within President Meehan's office and across the UMass System. Beyond ongoing operational improvements in University Health Services, grant money from the Commonwealth has enabled some key advancements including:
  - professional development for counseling and medical staff to enhance their ability to serve our diverse student population and their multilayered wellness needs,
  - the creation of two FTE counselor positions reducing our student to counselor ratio, and
  - the purchase of vouchers enabling access to counseling services in our students' various home communities.
  - Additionally, the UMass Boston Police Department has begun raising funds to bring a full-time comfort dog to campus. The dog will provide aid and comfort in responding to stress-related incidents.
- The Student Affairs division hosted our campus's first **Family Weekend** September 30 through October 2, and 24 events were offered over the course of the weekend. Overall, 502 people attended, including 156 families. Seventy-five percent of those who participated in a post-family-weekend survey said they feel better connected to their student and UMass Boston after Family Weekend. My thanks to Vice Chancellor Karen Ferrer-Muñiz and all her Student Affairs colleagues who made this inaugural family weekend so successful.



- Effective October 11<sup>th</sup>, Vice Chancellor Ferrer-Muñiz began serving as interim Dean of Students. Dr. Ferrer-Muñiz is using this interim period to develop next steps for this important student care, advocacy, and learning role in alignment with our new University Strategic plan.

## **COVID-19**

We continue to monitor closely the latest COVID data, especially as we move towards colder weather. Suffolk County's CDC Community Level remains at the "medium" level.

We encourage all members of the Beacon community to get their flu and COVID booster shots, and to monitor their own health on a daily basis. My thanks to all Beacons for continuing to remain vigilant in following our health and safety protocols, and keeping our campus community safe.

We will have further updates on several topics at next week's Campus Update, scheduled for Tuesday, November, at 3 PM in the Campus Center Ballroom. I look forward to seeing you there.

My thanks to each of you for all that you do in support of our students and their success. Please continue to stay safe.

**Provost's Remarks  
Faculty Council  
November 7, 2022**

Good afternoon. It is a pleasure to be here with you today here at Faculty Council and to provide this monthly update from academic affairs.

**Strategic Plan Update**

We are continuing to roll out the implementation of the ten-year “For the Times” strategic plan. Our initial primary focus is on the first priority of Holistic Student Success. I wish to re-emphasize that holistic student success focuses on ALL of our students, undergraduate and graduate and we developed an initial cohesive and comprehensive framework that will be the foundation for making progress in promoting improved experiences and outcomes for all of our students. This is truly an “all hands on deck” priority for the university. For example, at the undergraduate level, we will succeed in moving our first to second year retention rate to above 80%. To achieve this progress, we will focus on inclusive excellence and equity through an expansion of pathways to success to and through UMass Boston that are supported by an enhanced sense of belonging, best practices in retention that have been adapted to our unique context, and better supported and aligned opportunities for career success. At the graduate level, we complete the process of separating Graduate Studies from Research in early 2023 – this process is well underway with the improved infrastructure obtained through the implementation of SLATE, the shift of graduate admissions to enrollment management, and the addition of two new positions (one completed and one forthcoming in January). I am sharing these larger plans with BLRP on Wednesday and we will provide further updates in the coming weeks.

As you know, through our thoughtful and thorough collaborative strategic planning efforts, we have identified four Grand Scholarly Challenges (GSCs) - specific areas to which the university aspires to turn focused scholarly energy, resources and attention. As a reminder, the 4 GSCs are:

- Climate Equity and Urban Coastal Areas
- Bridging Divides in Health Equity – Cells to Societies
- Education for the Future
- Advancing a Just Society – Local and Global Dimensions

Having identified the four specific areas of focus, we will now bring together a working group to begin refining plans for implementation and execution as well as recommend important next steps for immediate funding (resource) opportunities. We will be launching this group this month and will be seeking input regarding membership from Faculty Council, the Institutes and Centers Council, and academic units.

**Africana Studies**

I know there remains much concern regarding Africana Studies and I appreciate that Faculty Council will further discuss a resolution concerning the current searches for multiple faculty members. While ongoing issues in Africana Studies have become very visible, I do hope that we

will all focus on factual accuracy, civil discourse, and the fundamental areas upon which we agree. And there is much that we agree on – most importantly that it is essential that we have a thriving and sustainable Africana Studies department provides a climate in which new faculty colleagues can flourish, that we need numerous new faculty positions, that Africana Studies should have an appropriate voice in the process, and that we should significantly increase investment in the department along with the Trotter Institute. I support the CLA dean’s office in working constructively with Africana Studies to advances the current searches and investments as rapidly as possible.

### **Academic Re-Organization**

For almost three years now we have been considering how to structure academic units on our campus. Utilizing the extensive work by the Academic Reorganization Task Force (ART) who worked throughout the 2020-21 academic year to consider “potential reorganizations of academic units on campus and making recommendations on this topic to the Provost.” As charged, ART was attentive to the “critical importance of maintaining or enhancing the academic quality and integrity of any programs...[and] enhancement of opportunities for academic and research synergies.” We have continued to assess how to think about the future of academic organization, as it is our responsibility to be as purposeful and intentional as possible about which scenario serves the entire campus well – now and into the foreseeable future.

Given our recent campus-wide efforts to identify and clarify the future of our campus, any academic re-organization must strategically fulfill our mission as we implement the “For the Times” strategic plan and position ourselves for sustained success in the future. Therefore, we have focused intently on the following elements that will best:

- provide a balance of four major, essential components of the mission:
  - Undergraduate education
  - Graduate education
  - Research and scholarly activity
  - Community engagement
- position each academic unit to define its own path to success
- provide a strategic and beneficial conclusion to academic organization

Given these considerations and the understanding that academic organization should not solely be driven by the maximization of resource efficiency, we will not reduce the number of colleges and schools. We are exploring two scenarios, one is keeping the current overarching academic structure “as is” and the other is combining some departments in MGS and CLA to build a new affinity-based college that retains the “McCormack” name while expanding the impact of undergraduate education, graduate education, and research on evidence-based contributions to public service and policy that address critical social, political, and economic issues. Out of respect for the affected units, I am meeting with the departments most deeply impacted before making any final decisions. This includes the departments of economics, political science, and sociology, which may move from CLA to the new McCormack college, and Gerontology which may move from MGS to the Manning College. Discussions with Faculty Council’s BLRP are

also ongoing. As we work together to best position UMass Boston for our success, more information will be shared as soon as we reach a final decision in the near future.

### **Criminal and Disciplinary History Disclosures**

Thank you to Faculty Council as a whole and to the Financial Aid, Admissions, and Records Committee, for the motion and subsequent questions and insights regarding the inclusion of Criminal and Disciplinary History Disclosure questions on UMass Boston graduate admissions forms. We have looked further into this and given the multiple perspectives on this and the importance of the issue, we will be launching a working group that includes faculty members and administrators to make a final recommendation by the end of March regarding whether to remove these questions, retain these questions, or amend these questions.

I thank you for your ongoing work on Faculty Council and look forward to working with you on these important issues.

Kathleen Kirleis

Vice-Chancellor for Administration and Finance Report

Monday, November 7, 2022

Good afternoon. I would like to report on the following items:

- 1) Campus Update – there is a campus update on Tuesday, November 15<sup>th</sup> at 3 pm. Part of the agenda will include a financial update. I encourage all faculty members who are able to attend live or online. The materials will also be available on the university website for those who may not be able to attend the actual session live.
- 2) The university's Board of Trustees is scheduled to meet in December and there are two major items will be reviewed at its Administration and Finance Committee meeting to then go to the Board.

A) 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 2021. The forecast has now been updated to take last year's actual financial results into consideration as well as FY23's fall enrollment results to continue to plan a path to achieve a 2% operating margin by FY2025. Activities for our strategic plan will also be built into the forecast over time. The updated forecast will be presented at the December Administration and Finance Committee meeting.

B) FY23 first quarter projection – this agenda item will report out on the results of the first quarter from July 1, 2022 through September 30, 2022 as well projected results for the remainder of the fiscal year through June 30, 2023. Enrollment results for the fall semester will be included in these results and in our campus' case, since our enrollment results were within the range of what had been originally budgeted, there are not going to need to be any significant budget adjustments this year due to enrollment levels.

- 3) The Office of Budget and Financial Planning will be kicking off the budget process for the FY24 operating and capital budgets shortly later this month. Like last year, 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.
- 4) The Activities Based Budgeting project, or ABB, continues to progress. Continued dialogue about guiding principles and the model itself is taking place with numerous stakeholders this semester. Communication is also being planned for the larger campus community. Since ABB is a multi-year project, FY24 will be planned utilizing the current incremental budgeting process that is now in place and we will also run our financial activity in parallel through the ABB model during FY24.
- 5) The residence hall P3 project has a calendar year budget and the Board of Directors for the project will be meeting later this month to adopt a budget and rates for 2023. UMB plays an active role in the governance of the project. Our Vice-Chancellor for Student Affairs, Dr. Karen Ferrer-Muniz represents our campus on the project's Operations Committee and the Vice-Chancellor for Administration and Finance is the representative on the Board of Directors. We

also have additional representation through the UMass Building Authority, who also has seats on the Operations Committee and Board of Directors. We are also looking to continue to grow summer activity on campus, both in our buildings and in the residence halls as part of the planning for this project.

- 6) Construction continues on campus. A Construction Update/Lunch and Learn was held on October 6<sup>th</sup>, where there was an update on campus planning and sustainability efforts, campus construction projects and Wheatley Hall HVAC. I'd encourage all to take a look at the presentation on the university's website if you didn't have a chance to attend. We have also begun some smaller "spruce up" projects around campus, including some updates in the lobbies of Wheatley and McCormack Halls.
- 7) Campus Master Plan – thank you to all who took part in the Campus Master Planning forums that took place on October 20<sup>th</sup>. Feedback from these sessions is being incorporated into the working draft of the plan and it is expected that the overall plan will be complete before the start of the spring semester.

## **GEO Report**

**From:** Jonathan Vega Martinez <[Jonathan.VegaMart001@umb.edu](mailto:Jonathan.VegaMart001@umb.edu)>

**Sent:** Monday, November 7, 2022 11:34 AM

**To:** Zong-Guo Xia <[ZongGuo.Xia@umb.edu](mailto:ZongGuo.Xia@umb.edu)>

**Subject:** Re: Your Report at the Faculty Council Meeting on 11/07/2022 & Beyond

Hi Zong-Guo Xia,

I apologize not sending this statement sooner, but this is a relatively new development, and the GEO has been figuring out exactly what we'd like to say during our allotted time. Below is our statement for today.

Hi everyone,

We discovered that this semester the administration changed how new grad students received the GEO dues form. The new process separates the dues form from the rest of students' paperwork, instead burying it in a confusing email. This was done without consulting the GEO or even notifying us in advance of the change. As a result, dues-paying membership among entering students has dropped from 80% in previous years to only 15% of new students in 2022.

This is obviously a union-busting tactic. 90% of students who saw our form signed up for dues, so support for the union is still high. The issue is that under the new system only around 15% of students could even find the form. Since the university did not notify us in advance, we had no opportunity to prepare for keeping membership up under the new system.

We're currently strategizing on how to best respond to this development and will keep you informed of any new developments.

Best,

**Jonathan Vega Martinez (he/him)**

PhD Student Sociology

GEO Organizing Committee

[Office Hours Sign-Up](#)