



Faculty Council

https://www.umb.edu/faculty_staff/faculty_council

Monday, May 6, 2024, 1:00-3:00 PM

Chancellor's Conference Room

Third Floor, Quinn Administration Building

Agenda

- I. **Approval of the Agenda**
- II. **Motion to Approve the 04/01/2024 Meeting Minutes**
- III. **Expanded Bargaining in Multiple Modalities 2.0**, 2.0 = 1.0 (our position, rationale, and unequivocal support of the perfectly reasonable request of the Faculty Staff Union Core Bargaining Team remain unchanged) except
 - (1) We wish to say that we are honestly surprised that a previously resolved issue (at least we thought so) keeps coming back.
 - (2) We wish to point out that virtually all state agencies, including the UMass Board of Trustees, routinely conduct meetings remotely, as shown below.

<https://www.umassp.edu/sites/default/files/board-meetings/4-10-24%20BoT%20notice%20and%20agenda.pdf>
April 5, 2024, Board of Trustees, The University of Massachusetts

At the request of the President and approval by the Chair, a meeting of the Board of Trustees is hereby called to convene on Wednesday, **April 10, 2024 at 10:00 a.m.** for the University of Massachusetts. ***The meeting will be held remotely pursuant to the Governor's Order Suspending Certain Provisions of the Open Meeting Law, G.L. c.30A, §20 dated March 12, 2020, and subsequently updated and extended by the Governor and their staff.***

- (3) We wish to express our enormous gratitude to the leadership of the Faculty Staff Union and its Core Bargaining Team for their exceptional courage and dedication.

The Faculty Staff Union Core Bargaining Team:

Caroline Coscia, Senior Lecturer II, Political Science, FSU President
Katie D'Urso, MTA Field Rep
Ellen Frank, Senior Lecturer, Economics
Keith Jones, Lecturer, Africana Studies
Jessica Holden, Librarian IV, Healey Library
Lorenzo Nencioli, FSU Senior Staff Member
Jason Rodriguez, Associate Professor, Sociology

Heike Schotten, Professor, Political Science
Steve Striffler, Professor, Labor Resource Center

- (4) We wish to emphasize that when the tuition and fees for our students are among the highest in the country, when our faculty have become the worst supported in the UMass system in terms of staff/faculty ratio, and when the top 20 highest paid UMass Boston employees (annual base rate) do not include a single regular faculty member (17 senior administrators and 3 former senior administrators who have returned to faculty in recent years; 4 of the top 20 at UMass Lowell are regular faculty members), it is critical for all of us to closely monitor or be engaged in expanded bargaining, to keep the collective bargaining sessions open, transparent, democratic, and accessible, and to hold our administration accountable.

Therefore, be it moved that the Faculty Council reclaims its right and “*primary responsibility for matters of faculty status, such as appointments, reappointments, promotions, tenure, and salary adjustments,*” reconfirms its strongest support of the Faculty Staff Union Core Bargaining Team, and reissues the following statement as a formal collective demand on behalf of the entire faculty at UMass Boston.

STATEMENT ON THE REFUSAL OF THE UMASS BOSTON ADMINISTRATION TO BARGAIN OPENLY AND TRANSPARENTLY (initially presented at the May 1, 2023, meeting of the Faculty Council)

The Board of Trustees’ Statement on University Governance (Trustee Document T73-098, as amended) clearly indicates that “*The faculty will have primary responsibility for matters of faculty status, such as appointments, reappointments, promotions, tenure, and salary adjustments.*”

An outstanding faculty is the backbone and lifeblood of any distinguished academic institution. In Fall 2022, UMass Boston had 1,134 [1,149 in Fall 2023] full-time and par-time employees classified as faculty. Over 90% of our faculty are represented by the Faculty Staff Union. The Administration also recognizes the Faculty Staff Union (FSU) as the exclusive representative for the purposes of bargaining for all matters pertaining to wages, hours, standards of productivity and performance and other terms or conditions of employment for our bargaining-unit faculty and librarians. The Faculty Staff Union and its bargaining team represent the interests, rights, benefits, and working conditions for a highly diverse group of educators, scholars, innovators, and advanced practitioners, including (<https://www.fsu.umb.edu/content/fsu-contract>)

2.1.1 Tenure Track Faculty:

- Professor;
- Associate Professor;
- Assistant Professor;
- Instructor

2.1.2 Non-tenure-track Faculty:

- Clinical Professor and Clinical Lecturer, all ranks;
- Extension Professor, all ranks;
- Lecturer, all ranks;
- Librarian, all ranks;
- Program Director (not otherwise excluded);
- Research Professor, all ranks;
- All other Non-tenure-track Faculty (not otherwise excluded).

2.1.3 Faculty in the following units or under the following special conditions:

- Coaches or others in the Athletics Department with faculty titles
- Faculty on Terminal Contracts;
- Non-tenure-track Faculty who are less than half-time, at the beginning of their second consecutive year of employment;
- Visiting Faculty, all ranks, after two consecutive years of employment at the University, at the beginning of their third consecutive year of employment;
- Faculty funded from grants or sponsored projects and subject to the conditions and limitations of the controlling grant or sponsored project;
- Faculty members of the campus governance and Personnel Committees.

The Faculty Staff Union policy dictates that “*The FSU bargaining team will by default allow all FSU members to attend all main- and side-table bargaining sessions, whether negotiating the Collective Bargaining Agreement (CBA) or a CBA-related Memoranda of Understanding (MOA).*” The Department of Labor Relations of the Commonwealth of Massachusetts has determined that refusing to bargain because of the presence of a silent, expanded team violated Section 10 (a)(5), and derivatively, Section 10(a)(1) of Massachusetts General Law Chapter 150E. In addition, expanded bargaining has also been considered as a major positive innovation, a basic right, and the best practice adopted by all kinds of unions across the country.

We are deeply troubled to learn that the UMass Boston administration has decided to go backwards for collective bargaining, that is, to abandon the modality of expanded bargaining with 30 silent observers, using a Zoom webinar format, which led to a successful ratification of our 2020-2023 contract. Expanded bargaining is transparent, democratic, and fully consistent with the best practices for shared governance.

Thus, the Faculty Council affirms and supports the FSU’s urgent and reasonable request to bargain, in an expanded format, so that all faculty may have access to participate in the process. We strongly demand the basic respect and human decency for our faculty, the Faculty Staff Union, and the expanded bargaining team. We must negotiate openly, transparently, fairly, and respectfully.

IV. Motions from the General Education Committee and its Subcommittees (Neal Bruss, Associate Professor of English & the Chair of the General Education Committee)

The course proposals are available for review in Curriculog.

From the Diversity Subcommittee

Motion 1: That Anthropology 358, Social Determinants of Health and Health Disparities, be approved as satisfying the U.S. Diversity requirement.

WISER Course Description: The social environment is widely recognized to play a critical role in shaping patterns of health and disease within and across populations. Understanding the processes through which the social environment "gets under the skin" to influence health has become an important question across medical and social science fields, including anthropology. This course will explore key social determinants of health being explored by medical and bio-cultural anthropologists, including: socioeconomic status, race/ethnicity, gender, sexuality, neighborhood environments, social relationships, and political economy. Mechanisms through which these factors are hypothesized to influence health, such as stress and access to health resources and constraints, will be discussed, as well as the ways in which these mechanisms operate within communities and across the life-course. An overarching theme of the course will be how social factors that adversely affect health are inequitably distributed, contributing to marked health disparities.

From the Seminars Assessment Subcommittee

Motion 2: That Business Administration 120G, Beacon to Business: Opportunities and Challenges, be approved as a First-Year Seminar.

This course will be your guide to uncover the essential principles and basic challenges of the world of business. Over the course of two-week modules, we will delve into comprehending a new function of business and discover how these principles apply and become relevant in real-world business environments through an integrated course project to which each student contributes: a social impact business plan. The social impact business plan is a strategic document that outlines how a business intends to address a social or environmental challenge, while maintaining financial viability. We add to these practical areas an understanding of the contexts in which business operates – law, government, society, rapidly changing technology, new risks, the changing nature of careers, increasingly diverse workforces, and the broad global reach of business. This course will develop your capabilities in reading and critical thinking, oral and written communication, working in teams, information technology, academic self-assessment, and professional etiquette.

From the Distribution Subcommittee

Motion 3: That Modern Languages, Literatures, and Cultures 200, Finding Your Dream Job, be approved as satisfying the Humanities Distribution requirement.

WISER Course Description: Wondering how to turn your major into a career you love? In this course, you will utilize your comprehension of the humanities to guide your career trajectory, interpreting your professional endeavors through the perspectives of poets, philosophers, and other intellectuals. Through actionable steps you will explore what kind of day-to-day work life you find rewarding; research what jobs in the global market match those requirements; meet professionals in those fields and positions; and finally, successfully apply for internships and jobs by articulating your lived experience in ways that resonate with potential employers. The course will host career mentors from a variety of industries, including cultural institutions, government, health sciences, and business.

Throughout the course, you will learn how to harness the strengths that your skills in the humanities, languages (for both heritage speakers and foreign language learners) and global cultural studies bring to the job market. Through encountering classic thinkers on this subject as well as reviewing your own personal experiences, you will investigate how intercultural competence, communication, and humanistic inquiry are essential tools in forging your career path.

General Education Capabilities: Collaborative Work and Effective Communication (Oral and Written).

Motion 4: That the following guidelines be approved for the Mathematics Distribution:

The general statement on and criteria for the General Education Mathematics Distribution are as follows:

Courses in Mathematics will present methods, principles and patterns of thought that are used to study mathematical and logical systems. Students will gain some insight into how the aesthetics of mathematical analysis and its practical uses extend our understanding of human thought and the real world in which we function.

.....
Criteria for General Education Distribution Courses in Mathematics/Technology (courses in this Distribution area should meet either the Mathematics or the Technology criteria specified below):

A. Mathematics

A significant part of the course should be aimed at the mastery and/or application of mathematical principles (i.e., doing mathematics).

The course should promote mathematical thinking and inquiry. To this end, the course should regularly require students to explain their reasoning and apply mathematical principles. Students should also be asked to make conjectures and explore and analyze mathematical problems.

The course should foster an appreciation of the value of mathematics, whether it be practical, aesthetic, or intellectual.¹

The General Education Mathematics Distribution will be given for courses of three or more credits in which college-level mathematics is predominant. “Predominant” is specified here as two thirds of the content of a three-hour course. “Content” is meant to be understood, on the one hand, as texts and concepts, and on the other, as exercises and formative and summative assessments. This guideline would hold for courses proposed by the Mathematics Department and by other Departments. The current (2017) Massachusetts Curriculum Framework for K-12 Mathematics² would serve as a reference for determining the scope of pre-college mathematics. The determination of college-level mathematics for particular courses proposed for the distribution would depend on the specific mathematics of the individual course proposed. Regardless of the mathematical focus, the course would provide training in and opportunities for both calculation and reasoning, “mathematical thinking and inquiry.”

College-level mathematics builds on the foundation of pre-college mathematics. The two thirds figure allows all or part of the remaining one third of the course to be devoted to that foundation. All or part of the remaining one third might also be devoted to focused study of the non-mathematical content to which the mathematics is applied, such as in the Natural and Social Sciences.

Developers of proposals in general and applied statistics may wish to consult the American Statistical Association’s 2016 “Guidelines for Assessment and Instruction in Statistics [GAISE] and its 2020 “Pre-K–12 Guidelines for Assessment and Instruction in Statistics Education” [GAISE II].

[https://www.amstat.org/education/guidelines-for-assessment-and-instruction-in-statistics-education-\(gaise\)-reports](https://www.amstat.org/education/guidelines-for-assessment-and-instruction-in-statistics-education-(gaise)-reports)

Proposal developers may also wish to consult the Advanced Placement course descriptions for statistics and other areas of mathematics of illustrative lists of college first-year mathematical concepts:

<https://apstudents.collegeboard.org/course-index-page>

Discussion

In this motion, the Council is being asked to accept the Mathematics Department’s own criterion for the General Education Mathematics Distribution of two-thirds mathematics course content at the college level. The Council is not being asked to consider the separate General Education Quantitative Reasoning requirement or the Technology Distribution requirement.

Under Faculty Council Bylaws, the General Education Committee and its Distribution Subcommittee (hereafter “GEC” and “the Subcommittee”) have authority to “review proposals for courses and requirements established by the Council for University-wide undergraduate education” (23.A.1). The GEC does not have authority to set or

¹ “DISTRIBUTION AREA DESCRIPTIONS AND CRITERIA FOR COURSE CONTENT IN DISTRIBUTION COURSES (Revised 2006). <https://www.umb.edu/media/umassboston/content-assets/academics/pdf/TanDocumentCASDistributionGuidelinesUpdated2006.pdf>

² <https://www.doe.mass.edu/frameworks/math/2017-06.pdf>

change those requirements. The Mathematics Distribution has been the exceptional case in which criteria set by the Council have not been adequate, and therefore the Council's guidance has been sought.

The need for Mathematics Distribution guidelines approved by the Faculty Council arose in academic year 2022, when the Distribution Subcommittee attempted to review two proposals. The originator of each proposal was a tenured professor in a University Department other than the Mathematics Department with mathematics training and specialization. The Subcommittee found the Distribution criteria in the Tan Document overly general for the reviews. They found no specification of the level of "mathematical principles," or of what the "doing [of] mathematics" should be.

The Subcommittee consulted the Mathematics Department Curriculum Committee (MDCC). The guidelines proposed here have been recommended by the Mathematics Department Curriculum Committee (MDCC) and follow the Mathematics Department's own practice, that the Math Distribution be given for courses of three or more credits at least two thirds of which are college mathematics. The Mathematics Department has not sought the Mathematics Distribution for MATH 114QR, Quantitative Reasoning, or for MATH 115, College Algebra, for the very reason that less than two thirds of those courses is college-level mathematics. The MDCC notes that in response to efforts by the Massachusetts Board of Higher Education to reduce pre-college, or developmental, mathematics in public colleges and universities, after 2019 UMass Boston ceased to offer developmental mathematics courses. These were the Mathematics Department's MATH 110, Intermediate Algebra, and MATH 099, Basic Algebra, which was offered by the former Office of Undergraduate Studies. In that spirit, the Mathematics Department recommends that the Mathematics Distribution be given only to courses comprised predominantly of college mathematics.

At its May 1, 2023, meeting, the Council approved circulation to the University faculty of an earlier version of the present guidelines. That version may be found in the agenda of that meeting. Responses to that first guideline version will be discussed below. The essential difference between the present guidelines and those circulated in May 2022 is the use in the present guidelines of the Massachusetts Curriculum Framework for K-12 Mathematics to define pre-college mathematics and the elimination from the present guidelines of the Advanced Placement Tests in Mathematics as a standard for college-level mathematics.

In both the present and the May 2023 guidelines, the GEC and Distribution Subcommittee take the Mathematics Department's principle and practice as the precedent and starting point for the formulation of guidelines. In doing so, it recognizes the Mathematics Department's expertise and training and its experience with issues pertaining to pre-college Mathematics. However, the GEC and Distribution Subcommittee recognize that General Education is under the Faculty Council's authority and thus refers to the Faculty Council for guidance.

Responses to the May 1, 2022, Guideline Proposal

Two emailed responses from two individual faculty members and a statement from the School for the Environment faculty transmitted by the SFE Associate Dean, Dr. Betsy Sweet, were received by the Chair of the General Education Committee, Prof. Neal Bruss. The SFE response is attached as an appendix, and that response and both individual faculty responses are discussed below, with the clarifications and revisions to the guidelines that they prompted. In short, the guidelines presented here accept specific criticisms made by the responders.

Use of AP Courses as Standard: Both individual faculty emails and the SFE faculty objected to the use of AP Advanced Placement Course as standards. The objections considered the use of an AP standard to be an imposition on discipline-specific fields other than Mathematics and an inhibition of General Education curriculum development that would link disparate fields of study.

One of the individual faculty responses recommended replacing the AP Statistics course with its major source, the American Statistical Association’s “Guidelines for Assessment and Instruction in Statistics Education (GAISE) Report.” The GAISE Report has been adopted in this revision of the Guidelines as a source for faculty developing courses with substantial statistics content.

The SFE faculty stated that the AP Mathematics courses do not “offer a wider range of content, as they do not look beyond the mathematical principles themselves to view the application of principles to fields of study outside of mathematics” (par. 7) The SFE faculty correctly point out further that none of the other Distribution areas are evaluated on the basis of an AP standard. However, the SFE faculty, while objecting to the use of the AP course as a standard, did refer to a sample of AP Statistics given in the discussion section of the original guideline as “meaningful.” The AP Statistics course has been retained, but as no more than an illustrative list of concepts for proposal developers.

Thus, the AP statistics course is not a standard in the present guidelines. The SFE faculty state further that the College Board’s standardized testing “is known to have bias,” which is reflected in the Graduate Record Exam’s removal by some graduate programs as an admission requirement. It should be noted that AP course results are accepted in the University’s admissions process.

Requirement or Option, and Discipline-Specificity: The SFE faculty suggest (par. 17 and elsewhere) that the Mathematics Distribution is a requirement for every student (par. 17 and elsewhere). However, while Quantitative Reasoning is a universal General Education requirement, the Mathematics Distribution is not a universal requirement but an option for many, along with the Natural Science and Technology Distributions as other options. In particular, the Mathematics and Technology Distributions, which are two separate Distribution categories, are housed in a single Degree Audit category, reflecting their origin in the General Education program as one single “MT” distribution.

General Education Purpose: The SFE quote the University’s General Education webpage, “The UMass Boston General Education program introduces students to subject matter and skills from across the curriculum, and does so in a ways that provide students with a strong foundation for success in future courses and in their career.”³ The SFE faculty state further, “The general education program should encourage departments outside of the mathematics department to develop math distribution courses so that students can learn about the ways mathematics is used and viewed in different disciplines” (par. 4). They state, “A general education requirement that is only serving a subset of the undergraduate population is not general” (par. 17).

The Minimum Level of College Mathematics: The SFE faculty state that the original guidelines restrict students taking Math Distribution courses to those who have competency *above* the completion of the lowest level of math courses offered in the University (par.2; italics added). However, the guidelines recommend college-level mathematics as the minimum level of the course at the *completion* of the course rather than at its entry. The guidelines presented here do not restrict students to competency in mathematics at the *entry* to a course. Previous mathematics courses need not be prerequisites.

The SFE faculty are correct in that MATH 114QR, Quantitative Reasoning, and MATH 115, College Algebra, have not been proposed for the Mathematics Distribution and do not satisfy the Mathematics Distribution requirement. These courses do not have college mathematics as two thirds of their content. The SFE faculty find this restriction contrary to the goals of General Education, both for the University and for the New England Council on Higher Education (NECHE), the University’s accrediting body (paras. 2 and 15). They point out that other Distribution areas are satisfied by courses taught at the “lowest level” (par. 15). (However, the exclusion of the two Mathematics courses from the Mathematics Distribution may be read in light of a statement in the opening

³ <https://www.umb.edu/academics/seas/undergraduate-studies/general-education-requirements/>

paragraph of NECHE Standard 4, “The Academic Program”: “The institution sets a standard of student achievement appropriate to the degree or certificate awarded”⁴

Inconclusiveness: The SFE faculty state that the original guidelines were inconclusive as to how courses would be reviewed (par. 12). In response, guidelines have been revised to clarify that proposal reviews would follow the Mathematics Distribution criteria by identifying the mathematical content of a proposed course by reference to the Mathematics K-12 Curriculum Framework.

Reference to Mathematics Courses for Courses in Other Departments: The SFE faculty state that the original guidelines’ reference to MATH courses is, first, unclear, and second, restrictive to very specific areas of mathematics, in particular statistics (par. 3). The SFE faculty state further that references in the original Guideline to curricular “levels” is misleading in that the use of the term “levels” varies across disciplines. References to Math department courses and “levels” have been removed from the present guidelines and replaced with the Massachusetts Mathematics Framework as a reference for pre-college mathematics.

Discouragement of Innovation and Mathematics “Of the Times”: The SFE faculty state that the guideline discourages curricular innovation (paras. 2, 11, 13, and 18). Rapidly-evolving Information Technology in present times may provide vehicles for teaching and learning mathematical concepts. The Technology Distribution and the Quantitative Reasoning requirement are areas of General Education to which the present Math guidelines would not apply. Departments and programs might consider three-course sequences of increasing challenge to build capability in Mathematics. A first course that satisfies the Quantitative Reasoning requirement might lead to a second course satisfying the Technology Distribution in which more advanced mathematics is taught, and then to a third course fully satisfying the Mathematics Distribution. As mentioned above, under the current configuration of the Degree Audit system, Technology courses satisfy a single Mathematics/Technology Distribution. Students who did not wish to gain further capability in Mathematics beyond a Technology Distribution course could stop after that course, having satisfied the single Mathematics/Technology Distribution. Departments and programs might collaborate on and cross-list such courses, encouraging what the SFE faculty refers to as “appreciation of the power of mathematics across disciplines.” Well-formed, developmentally-scaffolded three-sequences, leading to advanced study in a particular discipline outside Mathematics could encourage what the SFE speaks of as “exploring mathematics, particularly as it relates to disciplines within [students’] areas of interest,” and preparing students with increasing capability in mathematics to address pressing social problems (paras. 11, 2 and 18). In addition, courses in other departments might be created that meet the Mathematics Distribution requirements for students with only a basic high school mathematics background.

Appendix: Comments from the School for the Environment Faculty, October 4, 2023, on the Proposed Math Implementation Guidelines (Approved for Circulation and Discussion by the Faculty Council on May 1, 2023). Paragraphs have been numbered in square brackets.

Comments:

[1] **Timeline:** The proposal asks for comments by October 1, 2023. This is a very short timeline given that the year academic year is at a close and the fall semester begins on September 5, 2023. They should give colleges a more time to circulate the changes to departments, particularly those teaching applied statistics and other areas of applied mathematics.

[2] **General education purpose:** This proposal limits the number of students who will be able to complete a math distribution and as such is contrary to the purpose of a general education curriculum. As stated on the general education page: “The UMass Boston General Education program introduces students to subject matter and skills

⁴ https://www.neche.org/resources/standards-for-accreditation#standard_four

from across the curriculum, and does so in a way that provide students with a strong foundation for success in future courses and in their career.” If students must place into math distribution courses by demonstrating a competency level of mathematics above the lowest level of math offered at the university, then many will be discouraged from exploring mathematics, particularly as it relates to disciplines within their area of interest.

[3] **Minimum level of college math:** The general education committee recommends setting the minimum level of college math that would satisfy the math distribution to that level associated with the “lowest-numbered university courses now carrying math distribution.” They do not state which courses they mean, as the lowest level math courses, MATH 114Q and MATH 115, do not carry math distribution. The lowest level math course with math distribution is MATH 125: Introduction to Statistics, which is a very specific field of mathematics.

[4] This standard is ambiguous in how it relates to math that is taught outside of the math department. It is not possible to compare course “levels” in different disciplines. The general education program should encourage departments outside of the mathematics department to develop math distribution courses so that students can learn about the ways mathematics is used and viewed in different disciplines.

[5] **College Board AP standards:** The general education committee recommends using as a standard, the College Board’s AP courses since they “offer a wider range of content than the University’s lowest-numbered math distribution courses.”

[6] The AP courses, of which there are four, do not offer a wider range of content, as they do not look beyond the mathematical principles themselves to view the application of the principles to fields of study outside of mathematics. The standards set by the College Board as a model of criteria for accepting courses for math distribution is contrary to the goals of a general education as stated by NECHE. Namely, NECHE states that the general education offerings should “focus on the subject matter and methodologies of these three primary domains of knowledge (arts and humanities, sciences including mathematics, and the social sciences) as well **as their relationship to one another.**” (NECHE Standard: 4.17) https://www.neche.org/resources/standards-for-accreditation#standard_four

[7] It is concerning that UMB would consider using the College Board standards for our general education curriculum. The College Board oversees standardized testing with is known to have biases. This has been acknowledged by UMB, particularly with the removal of GRE requirements from many of the graduate programs and the ongoing omission of SAT test results for consideration for undergraduate admission.

[8] The example provided for AP Statistics lists topics that are meaningful, but these topics should not be imposed upon discipline specific courses that emphasize topics that are most used and applicable to their fields of student.

[9] The College Board only offers four AP courses, however, there are many different fields of mathematics, particularly those in applied areas, where understanding and using principles of mathematics are central to the learning outcomes of the course. The proposed guidelines are vague as to how applied mathematics courses that cover topics not addressed by the AP standards will be reviewed.

[10] **Falls short:** The implementation guidelines state that “UMB Math Distribution proposals would refer specifically to syllabus content and assessments in terms of AP course content.”

[11] This statement discourages the development of general education math distribution courses that are innovative and that present applied fields of mathematics. At the university level, we should be moving beyond the high school mentality of siloed fields of study and should be encouraging students to think analytically about how mathematics relates to diverse areas of study from economic principles to the dynamics of society. This proposal is

one that does not recognize or value applied mathematics and discourages the development of courses that would offer students the opportunity to gain an appreciation of the power of mathematics across disciplines.

[12] **Inconclusive:** The guidelines end with the following: “the proposed implementation guideline would include the option for exceptions based on material in a proposed course that is not mentioned in the AP course descriptions but, arguably, is at the college level.”

[13] Given that there are many areas of mathematics that are applied in many fields of study across the university, it is concerning that this proposal does not provide any insight into how courses not taught in AP courses will be reviewed. All courses taught at UMB are “college level”, so this statement provides no useful information on what criteria will be used to determine math distribution.

Other Comments:

[14] None of the distribution areas are reviewed on the basis of AP standards and using these standards discourages intellectual freedom and limits academic growth that is transdisciplinary. It should be noted that the College Board also has courses in many courses that one might say are aligned with general education courses at the university such as Studio Art, Art History, History, Earth Science, and Physics, to name just a few.

[15] In all distribution areas, general education courses are taught at the “lowest level” within many disciplines. In the spring 2023 semester the following lists the distribution area, and the number of courses (many with multiple sections) being taught in those distribution areas at the “lowest level”: SB – 12; HU – 8; MT – 12; NS – 21; AR – 15. Not allowing students access to math distribution by taking a credit bearing course at the lowest level is not consistent with other distribution areas.

[16] All distribution areas besides the math and technology distribution courses are taught in a wide range of disciplines. Only the math distribution courses are limited to the math department with the exception of the discipline specific statistics courses.

[17] The general education curriculum includes satisfaction of quantitative reasoning requirement. It is not clear why there is a math distribution requirement if there are only a limited number of students who have access to these courses, namely math, computer science, engineering or physics major. A general education requirement that is only serving a subset of the undergraduate population is not general.

[18] At this time, the majority of students at UMB who major in fields that do not require advanced math satisfy the NS/MT requirement with courses in the Natural Sciences. In all fields of study, however, quantitative analysis is being used to formulate arguments and to solve problems that face our society. This proposal takes a traditional approach to the review of mathematics and is not one that is “for the Times” we live in today.

V. Presentation of the Comprehensive Report on the Initiative to Enhance Student Success through Mathematics from the Mathematics Department (Joel Fish, Associate Professor of Mathematics & Member of the Faculty Council Executive Committee)

In the Fall of 2022, the Provost's office began developing the Initiative to Enhance Student Success through Mathematics (IESSM), which was designed to bring stakeholders from across the campus together to work on the problem of increasing student success in and through mathematics. Significant discussions and meetings were held throughout the Spring of 2023, but no consensus report was produced. The initiative was "rebooted" in Fall 2023 with specific charges provided by the provost, and the Mathematics Department has submitted the attached comprehensive report, which addresses all of the provost's charges. Your review, feedback and support would be greatly appreciated.

VI. Motions from the Graduate Studies Committee (Andre Maharaj, Director of the Graduate Certificate Program in Applied Behavior Analysis for Special Populations & the Chair of the Graduate Studies Committee)

All related materials are available for review in Curriculog.

Motion #1 From: CLA

Request for a new course PSYCLN 895 Summer Advanced Community Practicum, a 1-credit summer course to provide oversight for advanced students completing practica in the community.

Description: This summer course will provide oversight for advanced students completing practica in the community. Students will participate in clinical activities in community settings approved by the Clinical Executive Committee (CEC) of the Clinical Psychology graduate program. Activities may include psychological, neuropsychological, and/or diagnostic assessments; providing therapeutic interventions; conceptualizing cases; applying a multicultural framework to clinical interaction; providing consultation or supervision; participation in prevention, consultation, or supervision; or other approved clinical activities. Students will improve their competencies in clinical skills, effective use of supervision, and comply with the administrative requirements of the Externship site, as well as the ethical principles guiding the practice of psychology.

Rationale: It is becoming more common for school-year practicum placements to extend through the summer. This course would cover students who are continuing their practica during the summer months. This is particularly important for international students who need to be enrolled in a course when they are at practica sites. Students have to complete these external practica in order to get the clinical hours necessary for applying for internships (which is part of their degree) and also for licensure as mental health providers.

Motion #2 From: CM

Request for program changes:

1) to change the title of the “Master of Science in Accounting” to “Master of Science in Accounting with Data Analytics”

2) to change the current MSA curriculum consisting of nine required courses and one elective to eight required courses and two electives with:

(i) reclassifying the required MBA MGT 650 "Organizational Analysis and Skills for Managers" as an elective course, and

(ii) adding MSIS 613 "Information Security, Privacy, and Regulatory Compliance" as a new elective course. MSIS 613 has no pre-requisites.

Rationale:

1) The integration of analytics into accounting practices is no longer an option but a necessity. Changing the degree title to “Master of Science in Accounting with Data Analytics” will better reflect the contents of the program and also better align with the STEM designation. A growing number of schools nationwide are offering master’s degrees with “accounting analytics” or “accounting and data analytics,” meeting accounting students’ demand for more education in data analytics.

2) (i) MBA MGT 650 is a business course that is not required for the CPA exam or CPA license and does not directly align with the STEM designation of the MSA program. No other peer schools require an equivalent business course in their MSA programs.

(ii) The Information Systems and Controls (ISC) section of the new CPA exam will focus on IT-related concepts. Notably, the area of Security, Confidentiality and Privacy will comprise 35-45% of the ISC section of the CPA exam. MBA AF 618 “Accounting Information Systems” in the current curriculum does not sufficiently cover these topics. Adding MSIS 613 as an elective course offers students, especially those aiming to take the CPA exam and select the ISC section as their discipline exam, an opportunity for in-depth learning of IT security and privacy. MBA AF 618 will remain an elective.

Motion #3 From: CM

Request for a new course MBA AF 641 Financial Technology to meet the demand for a new area in finance that has been growing significantly in recent years. This class was offered as MBA AF 697 - Special Topics in Fall 2022 and Fall 2023.

Description: This course is the first and foremost step of the A&F curriculum development in blockchain, cryptoeconomics, and FinTech related areas. The course is designed to prepare students with the knowledge for the future of finance and to provide them with hands-on experience applying various analytical tools to solve real-world problems. Some key topics of the course are: web scraping and textual analysis; cryptocurrency and blockchain; natural language processing; crowd funding and P2P lending; machine learning applications (topic analysis, decision trees, and neural networks); networks in finance; cloud computing; computer vision and image classification.

Rationale: The financial industry is undergoing a significant transformation due to technological advancements. The growth of fintech has created a demand for professionals with specialized knowledge in areas such as blockchain, cryptocurrency, machine learning, and natural language processing.

Motion #4 From: CM

Request for a course change, to remove MBAMS 600 Math Analysis for Managers as a pre-requisite for MBA AF 601 Economics for Managers.

Rationale: MBAMS 600 has not been offered since Fall 2018 but is still listed as a prerequisite for MBA AF 601 and is listed as a Pre/Co-requisite for both tracks of the Finance MS. Currently, the Graduate Program Office is waiving this course (MBAMS 600) for all incoming students.

Motion #5 From: CM

Request for course changes: to change the title of MBA AF 615 from International Accounting to Contemporary Topics in Financial Reporting and Analytics, and to change the description to better align it with the course contents already updated for the STEM designation in 2022 and for the reorganized CPA exam from 2024.

Old description: This course covers graduate-level financial accounting and analytics in the international context. We will discuss the institutional, cultural and environmental influences on accounting standards with an emphasis on financial reporting and analytics. Many of the topics in the international accounting and analytics course have domestic counterparts. However, new factors play a role in the international arena, such as the diversity of laws, practices, customs, cultures and competitive circumstances, and the risk associated with fluctuating exchange rates, differential rate of inflation, and property rights. This course is designed to enhance your understanding of international accounting issues from the prospective of companies with internationalized operations and/or finance. Throughout the course, we will discuss the similarities and differences between US GAAP and International Financial Reporting Standards (IFRS). We will also apply various data analytics techniques to analyze international accounting issues.

New description: This course is designed to deepen understanding of complex financial accounting issues relevant to contemporary business environments. It emphasizes applying advanced accounting principles and standards, particularly regarding corporate financial reporting and analytics. The course will cover the consolidation of financial statements, foreign currency transactions and translations, and accounting for not-for-profit organizations and government entities. It will also explore contemporary issues like financial instruments, hedge accounting, and accounting for crypto assets. Students will develop a comprehensive understanding of advanced financial accounting practices applied in real-world scenarios and apply various data analytics techniques to analyze current accounting issues.

Rationale: MBA AF 615 covered multinational accounting topics, including international financial reporting standards (IFRS) and other financial accounting issues, such as foreign currency translation and derivative and hedging accounting. MBA AF 615 requires updates as the new CPA exam will no longer cover IFRS from 2024, and no other MSA course currently covers advanced-level financial accounting and analytics relevant to contemporary business environments. Therefore, it is proposed to change the course title of MBA AF 615 to “Contemporary Topics in Financial Reporting and Analytics” and to update the course description to include

additional topics like financial statement consolidation, crypto asset accounting, and not-for-profit and government accounting.

Motion #6 From: CM

Request for course changes: to change the title of MBA AF 633 from Advanced Federal Taxation to Advanced Tax Compliance and Planning, change the description, and add the pre-requisites of MBA AF 613 Federal Tax Planning and Graduate degree student in Management.

Old description: This course provides students with a comprehensive understanding of tax law and its implication in tax planning opportunities; detailed demonstrations of integrating the tax law with the fundamentals of corporate finance and microeconomics to form viable tax strategies; and training in the application of using the so-called "economic balance sheets" approach in the financial accounting of a transaction. By the end of this course, students will be able to identify the tax implications of a proposed transaction for all parties and articulate possible tax arbitrage opportunities; understand the effect of both explicit and implicit taxes on after-tax cash flows due to changes in opportunities; understand the effect of both explicit and explicit taxes on after-tax cash flows due to changes in corporate transaction structure; and recognize the interaction between tax savings and non-tax costs.

New description: This course focuses on tax compliance and tax planning for both individual and business entities. The course also covers advanced taxation topics including the formation and liquidation of business entities, transactions between owners and business entities, nontaxable property transactions, estate and gift taxation, state and local taxes, and international taxation. Throughout this course, students will learn how to prepare and review complex individual and business tax returns. Students will also develop strategic tax planning solutions for complex scenarios, navigate IRS procedures, and engage effectively in managing tax dispute resolution.

Rationale: The proposed title more accurately represents the course content than the old title, as it will cover tax planning and strategies, and tax compliance for both individuals and business entities. This change aligns with the new requirements of the CPA exam. Moreover, MBA AF 633 will address broader tax topics, including international taxation and state and local taxes, extending its scope beyond federal taxation.

Motion #7 From: CM

Request for a program change, to formally remove the inactive program, Finance MS - General Finance Track, from the graduate program catalog.

Rationale: The MSF currently has two tracks in the graduate program catalog: General Finance Track and Investment Management and Quantitative Finance Track. However, the General Finance Track is no longer active. This creates a discrepancy between the information provided on the College's website on the MSF and the information in the graduate program catalog, creating confusion among prospective applicants.

Motion #8 From: MCNHS

Request for a new course NURSNG 714 DNP Seminar I: Translating Evidence to Improve Practice to be added to the DNP curriculum to serve as the beginning steps in the development of the learner's DNP scholarly project and better prepare students for NU 716 Evidence Based Practice II. This course ran as a special topics course for the DNP program in Fall 2023. The accompanying program changes to the MS-DNP and BS-DNP programs are also in governance.

Description: This course is focused on the translation of evidence into practice to achieve sustainable improvements in clinical, patient and system outcomes. This course builds on the foundation of evidence-based practice and the critical appraisal of evidence to guide decision making for translation and application to practice. This is the first of a 5-course sequence which guides the learner to identify a practice problem/issue that will serve as the basis for the DNP scholarly project. This course supports the learner's development of a problem statement, evidence-based literature review, and development of a PICO question for a theory guided DNP scholarly project. Ethical issues in the conduct of improvement science, including the criteria for distinguishing clinical quality improvement from human subjects' research, will be examined. Students are introduced to the AACN Essentials for Advanced-Level Nursing Education and the application of the AACN Essentials to the DNP scholarly project.

Rationale: 1) MS-DNP: This course will replace NU 616 Evidence-Based Practice I in the MS-DNP program. NU 616 introduces students to principles of qualitative and quantitative research at a master's level and is presently not meeting the needs of the post master's doctoral students in preparation for their scholarly project. Many students entering the DNP program have already taken this course and transfer it in as it was a requirement for their MS program. The credits for the post master's DNP program will remain the same with the removal of NU 616 Evidence-Based Practice I and its replacement with the proposed course.

2) BS-DNP: This course will add three credits to the DNP portion (which starts in year 4) of the BS-DNP program and does not extend completion time. NU 616 remains as a required course in the first year of the program. Presently students are completing the DNP portion with 22 credits. Adding NU 714 will bring the DNP portion to a total of 25 credits which is more in alignment with DNP programs. This course allows learners to begin working on their scholarly project in the first semester of the DNP program.

Motion #9 From: MCNHS

Request for a program change, to add one 3-credit course (NU 714 DNP Project Seminar I: Translating Evidence to Improve Practice) to the BS-DNP program. This new course is currently in governance.

Rationale: The proposed course will be the first of a 5-course sequence (other 4 courses presently in place). The focus of the proposed course is to serve as the beginning steps in the development of the learner's DNP scholarly project. Students were struggling in the curriculum when entering NU 716 Evidence Based Practice II; this course will allow the students to progress in the DNP curriculum smoothly related to the scholarly project. This course will add three credits to the DNP portion of the program and does not extend completion time. Presently students are completing the DNP portion with 22 credits. This will bring the DNP portion to a total of 25 credits which is more in alignment with DNP programs. This course allows learners to begin working on their scholarly project in the first semester of the DNP program.

Motion #10 From: MCNHS

Request for a program change, to replace NU 616 Evidence Based Practice I: Appraising the Strength and Significance of Evidence with NU 714 DNP Seminar I: Translating Evidence to Improve Practice as a required course in the MS-DNP program. NU 616 is part of the MS program. The new course, NU 714, was developed specifically for the DNP program and is currently in governance.

Rationale: NU 616 is currently a required course in the MS curriculum and the DNP curriculum. Many students in the MS-DNP have already taken this course during their MS and transfer it in to their DNP. However, NU 616 does not adequately prepare the post master's DNP students for their scholarly project, as NU 616 introduces students to principles of qualitative and quantitative research at a master's level, and students are not sufficiently prepared for NU 716 Evidence Based Practice II. NU 714 is to serve as the beginning steps in the development of the learner's DNP scholarly project and will help students progress in the curriculum smoothly related to the scholarly project. The credits for the post master's DNP program will remain the same with the removal of NU 616 and the addition of NU 714.

Motion #11 From: CSM

Request for a new course BIOL 659 Rigor and Reproducibility in Biological Research (2 credits), designed to fulfill NIH requirements for Rigor and Reproducibility training for students involved in NIH-funded research. It will be an elective for biology graduate programs. This course is complementary to the Responsible Conduct in Research (BIOL 649 – 1 credit) course and does not overlap with any existing courses. It serves graduate students working in biological research by providing training in several key areas with the ultimate goal of increasing reproducibility in biomedical science.

Description: This course examines the factors that improve or impede reproducibility in biological research. Specific topics include the nature of biological variables in research and how to factor them into experimental design; common pitfalls in experimental design and statistical analysis of data in biological research; strategies to improve reproducibility, including rigorous experimental design, unbiased data analysis, authentication of research reagents and resources, and enhanced transparency in reporting.

Rationale: The National Institutes for Health (NIH) has mandated that all trainees receiving NIH funds must receive instruction in scientific rigor and reproducibility and has asked institutions to provide formal instruction in rigor and transparency with the ultimate goal of increasing reproducibility in biomedical science. The purpose behind this proposal is to address the new NIH requirements and provide in-person training in rigor and reproducibility to UMass Boston graduate students working in NIH-funded laboratories.

Motion #12 From: SFE

Request for a new course in groundwater sciences, ENVSCI 632 Groundwater Hydrology, that adds another specialty to the repertoire of SFE students.

Description: Students will obtain a general understanding of groundwater hydrogeology, including a solid grounding in the geology of groundwater occurrence, processes that lead to the flow of subsurface waters, and methods employed in the study of groundwaters and aquifers, as well as the fate and transport of groundwater contaminants.

Rationale: An understanding of groundwater hydrology is important for environmental scientists and is commonly a fundamental course in environmental science degree programs. Many environmental science graduates are involved in careers that require knowledge of groundwater hydrology. Currently, the School for the Environment does not have a class that focuses on groundwater science.

VII. Human Resources for Creating a Better and Stronger Public Urban Research University under Challenging Financial Conditions

UMass Boston has always faced significant or severe financial challenges, with some years slightly better than others. The sources of revenues and expenses for the last five years are as follows:

FY25-29 Financial Forecast , Board of Trustees: Committee of the Whole, December 11, 2023

<https://www.umassp.edu/sites/default/files/FY25%20-%20FY29%20Financial%20Forecast.pdf>

Boston: Revenue & Expenses (\$ in Thousands) (Page 91)

Revenues	Actual				
	<u>FY2019</u>	<u>FY2020</u>	<u>FY2021</u>	<u>FY2022</u>	<u>FY2023</u>
Gross Tuition & Fees	245,734	252,603	256,240	244,867	262,626
Tuition Discounts	(64,836)	(69,973)	(74,079)	(76,828)	(83,928)
<i>Discount Rate</i>	<i>26.4%</i>	<i>27.7%</i>	<i>28.9%</i>	<i>31.4%</i>	<i>32.0%</i>
Net Tuition & Fees	180,898	182,630	182,161	168,039	178,698
Grants	53,536	54,732	58,185	63,564	74,643
Sales & Service, Educational	4,312	1,744	1,262	1,927	2,446
Auxiliary Enterprises	12,315	10,381	3,230	13,568	14,519
Other Operating	2,218	3,138	2,586	2,677	3,091
State Appropriations	140,659	146,284	152,833	158,380	184,083
Other Non-Operating	42,529	44,706	67,866	74,208	48,706
Total Revenues	436,467	443,615	468,123	482,363	506,186
% Growth	2.3%	1.6%	5.5%	3.0%	4.9%
Expenses					
Salary & Fringe	269,723	269,734	270,486	274,008	297,569
Non-Personnel	98,428	96,680	90,822	118,316	119,439
Scholarships & Fellowships	17,983	20,771	30,189	35,893	21,159

Depreciation	28,010	32,460	32,765	34,280	34,196
Interest	16,823	19,312	18,730	19,209	19,094
Total Expenses	430,967	438,957	442,992	481,706	491,457
% Growth	1.6%	1.9%	0.9%	8.7%	2.0%
Operating Margin					
UMass OM Calc Revenues	434,863	444,014	470,026	486,208	506,256
Total Expenses	430,967	438,957	442,992	481,849	491,457
Surplus / (Deficit)	3,896	5,057	27,035	4,359	14,799
UMass OM Calc	0.9%	1.1%	5.8%	0.9%	2.9%
% of Total Expenses for Salary & Fringe	62.59%	61.45%	61.06%	56.88%	60.55%

The actual and projected costs for payroll and benefits in FY 2022-2023 and FY 2023-2024 are shown below:

UMass Boston Draft as of 3/26/2024 <i>in 000's</i>	Current & Prior Year Info			
	Year-End Actuals 2023	Year-Start Budget 2024	Q2 Fcst 2024	Feb Fcst 2024
Operating Expenses				
Payroll	178,311	189,973	194,557	196,734
Temp./Non-benefitted Payroll	18,600	19,462	19,158	20,584
Grad Student Payroll	12,774	13,473	13,257	12,733
Non-Regular Payroll	11,530	12,159	14,535	13,926
Fringe Benefits	76,353	91,140	92,236	93,260
Benefits & Payroll	297,569	326,207	333,744	337,237

Salaries and benefits for most of the regular employees at UMass Boston are decided through the collective bargaining with the following groups:

- Department Chairs' Union (MTA/NEA)
- Classified Staff Union (MTA/NEA)
- Faculty Staff Union (MTA/NEA)
- Graduate Employee Organization (GEO)/Local 1596 United Automobile, Aerospace & Agricultural Implement Workers of America (UAW)
- Professional Staff Union (MTA/NEA)
- Patrolmen and Dispatchers (NEBPA Local 280)
- Sergeants (NEPBA Local 285)
- Teamsters Local 25 (Lieutenants)
- Non-Unit Professional Employees

The statewide payroll system of the Comptroller of the Commonwealth provides the following additional details for Calendar Year (Tax Year) 2023.

contract	Cnt_contract	pay_total_actual	pay_base_actual	pay_buyout_actual	pay_overtime_actual	pay_other_actual	annual_rate
	0	198,148.44	197,148.44	0	0	1,000.00	256,448.80
Boston Post Docs (B63)	24	805,513.65	719,657.13	47,707	0	38,149.55	1,400,227.06
GEO/UAW Local 1596 (B38)	4	-5,238.48	-5,238.48	0	0	0.00	98,970.44
MSP/FSU Faculty & Librarian (B40)	1,650	84,480,370.17	78,236,955.09	81,197	0	6,162,217.87	111,583,023.86
MTA/Department Chairs (B50)	57	5,750,470.60	5,456,733.86	0	0	293,736.74	8,435,865.19
MTA/NEA Classified (B32)	265	15,533,883.22	14,840,901.01	141,851	384,158	166,966.27	18,557,214.26

MTA/NEA Classified B (B31)	9	836,952.78	652,648.54	0	151,495	32,807.79	788,871.20
MTA/NEA Professional Staff (B42)	826	60,415,007.82	59,157,068.81	501,463	5,410	751,064.59	73,471,783.42
MTA/NEA PSU Unit C Head Coache (B45)	27	1,053,393.81	1,052,393.81	0	0	1,000.00	2,092,824.17
NEPBA Police Local 290 (B33)	26	1,405,593.30	1,129,135.28	18,276	197,933	60,248.78	1,730,943.58
NEPBA Sergeants Local 285 (B35)	5	378,562.22	273,381.68	0	91,573	13,608.29	426,378.62
Non-Benefited (B00)	1,292	10,048,820.96	10,029,489.41	0	0	19,331.55	37,191,221.79
Non-Unit Classified (B34)	4	581,448.43	454,918.84	0	113,805	12,724.17	462,661.26
Non-Unit Professional (B43)	235	26,416,325.02	25,529,405.19	366,455	17,424	503,041.64	33,719,373.33
Total	3,706 HC (4,426 records/positions)	207,899,251.94					

The table below shows the total number of faculty and staff by full-time/part-time status in Fall 2014 - Fall 2023 at UMass Boston (The Office of Institutional Research, Assessment & Planning <https://www.umb.edu/oirap/facts/statistical-portraits-faculty-staff/>)

Total Full Time/Part Time Faculty and Staff: Fall 2014 - Fall 2023

		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
	Full-time or Part-time	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total
Faculty	Full-time	650	699	714	700	718	689	684	699	674	709
	Part-time	569	572	529	446	445	446	407	446	460	440
	Total	1,219	1,271	1,243	1,146	1,163	1,135	1,091	1,145	1,134	1,149
Executive/Admin	Full-time	82	88	86	89	81	72	76	81	84	83
	Part-time		2	0	1	1	1	0	0	0	0
	Total	82	90	86	90	82	73	76	81	84	83
Professional	Full-time	758	758	788	736	688	688	664	692	715	772
	Part-time	169	219	180	156	174	167	139	169	170	227
	Total	927	977	968	892	862	855	803	861	885	999
Classified	Full-time	380	397	392	356	317	311	246	263	253	252
	Part-time	262	243	219	138	129	104	83	91	88	96
	Total	642	640	611	494	446	415	329	354	341	348
Total Faculty/Staff	Full-time	1,870	1,942	1,980	1,881	1,804	1,760	1,670	1,735	1,726	1,816
	Part-time	1,000	1,036	928	741	749	718	629	706	718	763
	Total	2,870	2,978	2,908	2,622	2,553	2,478	2,299	2,441	2,444	2,579

Table includes hourly employees but not student employees to conform to IPEDS definition.

Page 99 of FY25-29 Financial Forecast, Board of Trustees: Committee of the Whole, December 11, 2023

<https://www.umassp.edu/sites/default/files/FY25%20-%20FY29%20Financial%20Forecast.pdf>

gives slightly different numbers.

Boston: Staffing

Employee FTEs	Actual				
	FY2019	FY2020	FY2021	FY2022	FY2023
Restricted					
Faculty	12	10	7	6	7
Staff	135	132	126	116	163
Total Restricted	147	142	133	123	170
# Change	(19)	(5)	(9)	(10)	47
% Change	-11.3%	-3.4%	-6.5%	-7.8%	38.7%
Unrestricted General University Ops					
Faculty	873	864	843	861	851
Staff	931	941	869	898	868
<i>Executive/Admin/Managerial</i>	89	83	85	85	86
<i>Professional Nonfaculty</i>	559	574	540	572	546
<i>Secretarial/Clerical</i>	152	150	133	132	116
<i>Technical/Paraprofessional</i>	105	106	88	87	98
<i>Skilled Crafts</i>	11	11	9	10	11
<i>Service Maintenance Workers</i>	14	15	13	12	11
<i>Unspecified</i>					
Total General University Ops	1,804	1,805	1,712	1,759	1,719
# Change	(41)	1	(93)	47	(40)
% Change	-2.2%	0.1%	-5.2%	2.7%	-2.3%
Unrestricted Aux./Independent Business					
Faculty	-	-	-	-	-
Staff	40	27	19	29	27
Total Aux./Independent Business	40	27	19	29	27
# Change	(16)	(13)	(8)	10	(2)
% Change	-29.1%	-32.7%	-30.6%	54.8%	-6.9%
Total Faculty & Staff	1,991	1,974	1,863	1,910	1,916
# Change	(76)	(17)	(111)	47	6
% Change	-3.7%	-0.8%	-5.6%	2.5%	0.3%

The Integrated Postsecondary Education Data System (IPEDS) allocates the numbers to some standardized and more detailed categories on the basis of institutional reporting (<https://nces.ed.gov/ipeds>).

Occupation (Fall 2022)	Full-Time	part-Time	Total
Fall 2022 Grand total Full-time, Instructional, research and public service	674	460	1,134
Fall 2022 Grand total Full-time, Instructional staff			
Fall 2022 Grand total Full-time, Research			
Fall 2022 Grand total Full-time, Public service			
Fall 2022 Grand total Full-time, Student and Academic Affairs and Other Education Services	48	3	51
Fall 2022 Grand total Full-time, Librarians, Curators, and Archivists	23		23
Fall 2022 Grand total Full-time, Management	84		84

Fall 2022Grand total Full-time, Business and Financial Operations	121	4	125
Fall 2022Grand total Full-time, Computer, Engineering, and Science	165	11	176
Fall 2022Grand total Full-time, Community Service, Legal, Arts, and Media	360	9	369
Fall 2022Grand total Full-time, Healthcare Practitioners and Technical	24	1	25
Fall 2022Grand total Full-time, Service	25		25
Fall 2022Grand total Full-time, Sales and related			
Fall 2022Grand total Full-time, Office and Administrative Support	158	32	190
Fall 2022Grand total Full-time, Natural Resources, Construction, and Maintenance	9		9
Fall 2022Grand total Full-time, Production, Transportation, and Material Moving	14		14
Fall 2022Grand total Full-time total	1,705	520	2,225
Fall 2022Grand total Graduate Assistants, total	680		
Fall 2022Grand total Grad Asst., Teaching	411		
Fall 2022Grand total Grad Asst., Research	269		
Fall 2022Grand total Graduate assistants, other than teaching or research (beginning in 2016)			

Apparently, employees represented by the Classified Staff Union have suffered most significant losses during the last ten years. This has naturally made the work of classified staff more challenging and their lives more stressful, as reported by the President of the Classified Staff Union at the 04/01/2024 meeting of the Faculty Council.

The significant reduction of supporting staff positions has also made the faculty at UMass Boston literally the worst supported faculty in the UMass system in terms of staff/faculty ratio since AY/FY 2021.

FY23-27 Financial Forecast, Board of Trustees: Administration & Finance Committee, December 13, 2021
FY25-29 Financial Forecast, Board of Trustees: Committee of the Whole, December 11, 2023

Actual

Page 78 UMass Amherst	Staff - Faculty (All)	Staff-Faculty Ratio	2.7 in FY 2022	2.7 in FY 2023
	Staff - Faculty (E&G)	Staff-Faculty Ratio (E&G)	1.7 in FY 2022	1.7 in FY 2023
Page 90 UMass Boston	Staff - Faculty (All)	Staff-Faculty Ratio	1.2 in FY 2022	1.2 in FY 2023
	Staff - Faculty (E&G)	Staff-Faculty Ratio (E&G)	1.0 in FY 2022	1.0 in FY 2023
Page 102 UMass Dartmouth	Staff - Faculty (All)	Staff-Faculty Ratio	1.4 in FY 2022	1.5 in FY 2023
	Staff - Faculty (E&G)	Staff-Faculty Ratio (E&G)	1.2 in FY 2022	1.3 in FY 2023
Page 114 UMass Lowell	Staff - Faculty (All)	Staff-Faculty Ratio	1.3 in FY 2022	1.3 in FY 2023
	Staff - Faculty (E&G)	Staff-Faculty Ratio (E&G)	1.1 in FY 2022	1.1 in FY 2023

UMass Amherst

	Actual					Budget	Actual	Forecast				
	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
Student - Faculty												
Student (FTE)	28,339	28,711	29,051	29,808	29,693	29,723	29,802	30,164	30,173	30,699	31,361	31,700
Faculty (FTE)	1,550	1,556	1,611	1,663	1,647	1,629	1,649	1,659	1,664	1,669	1,674	1,685
Student-Faculty Ratio	18.3	18.4	18.0	17.9	18.0	18.2	18.1	18.2	18.1	18.4	18.7	18.8
Staff - Faculty (All)												
Staff (FTE)	3,944	4,072	4,301	4,660	3,926	4,533	4,445	4,593	4,596	4,599	4,614	4,635
Faculty (FTE)	1,550	1,556	1,611	1,663	1,647	1,629	1,649	1,659	1,664	1,669	1,674	1,685
Staff-Faculty Ratio	2.5	2.6	2.7	2.8	2.4	2.8	2.7	2.8	2.8	2.8	2.8	2.8
Staff - Faculty (E&G)												
Staff (FTE)	2,611	2,676	2,712	2,762	2,678	2,787	2,695	2,836	2,829	2,822	2,827	2,838
Faculty (FTE)	1,486	1,508	1,569	1,620	1,605	1,588	1,604	1,618	1,623	1,628	1,633	1,644
Staff-Faculty Ratio (E&G)	1.8	1.8	1.7	1.7	1.7	1.8	1.7	1.8	1.7	1.7	1.7	1.7

UMass Boston

	Actual				Budget	Actual	Forecast				
	FY2018	FY2019	FY2020	FY2021	FY2022	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
Student - Faculty											
Student (FTE)	13,036	13,213	13,241	13,571	13,486	12,943	13,308	13,434	13,518	13,598	13,647
Faculty (FTE)	875	885	874	850	840	867	836	836	836	836	836
Student-Faculty Ratio	14.9	14.9	15.2	16.0	16.1	14.9	15.9	16.1	16.2	16.3	16.3
Staff - Faculty (All)											
Staff (FTE)	1,192	1,106	1,100	1,013	1,060	1,043	1,048	1,048	1,026	1,026	1,026
Faculty (FTE)	875	885	874	850	840	867	836	836	836	836	836
Staff-Faculty Ratio	1.4	1.2	1.3	1.2	1.3	1.2	1.3	1.3	1.2	1.2	1.2
Staff - Faculty (E&G)											
Staff (FTE)	983	931	941	869	892	898	883	883	861	861	861
Faculty (FTE)	862	873	864	843	828	861	830	830	830	830	830
Staff-Faculty Ratio (E&G)	1.1	1.1	1.1	1.0	1.1	1.0	1.1	1.1	1.0	1.0	1.0

UMass Dartmouth

	Actual				Budget	Actual	Forecast				
	FY2018	FY2019	FY2020	FY2021	FY2022	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
Student - Faculty											
Student (FTE)	7,286	7,330	6,971	6,709	6,353	6,459	6,408	6,465	6,631	6,894	7,070
Faculty (FTE)	470	471	462	443	408	439	432	432	432	436	444
Student-Faculty Ratio	15.5	15.6	15.1	15.2	15.6	14.7	14.8	15.0	15.4	15.8	15.9
Staff - Faculty (All)											
Staff (FTE)	733	733	699	639	695	622	656	656	656	662	678
Faculty (FTE)	470	471	462	443	408	439	432	432	432	436	444
Staff-Faculty Ratio	1.6	1.6	1.5	1.4	1.7	1.4	1.5	1.5	1.5	1.5	1.5
Staff - Faculty (E&G)											
Staff (FTE)	597	595	577	530	585	513	545	545	545	549	558
Faculty (FTE)	464	466	457	437	405	434	429	429	429	433	441
Staff-Faculty Ratio (E&G)	1.3	1.3	1.3	1.2	1.4	1.2	1.3	1.3	1.3	1.3	1.3

UMass Lowell

	Actual				Budget	Actual	Forecast				
	FY2018	FY2019	FY2020	FY2021	FY2022	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
Student - Faculty											
Student (FTE)	14,423	14,601	14,790	14,855	14,795	14,795	14,483	14,704	14,928	15,102	15,279
Faculty (FTE)	832	845	853	783	817	810	833	833	834	835	836
Student-Faculty Ratio	17.3	17.3	17.3	19.0	18.1	18.3	17.4	17.6	17.9	18.1	18.3
Staff - Faculty (All)											
Staff (FTE)	1,093	1,131	1,146	999	1,143	1,054	1,117	1,121	1,126	1,131	1,136
Faculty (FTE)	832	845	853	783	817	810	833	833	834	835	836
Staff-Faculty Ratio	1.3	1.3	1.3	1.3	1.4	1.3	1.3	1.3	1.3	1.4	1.4
Staff - Faculty (E&G)											
Staff (FTE)	979	974	988	841	975	887	942	942	942	942	942
Faculty (FTE)	825	837	839	767	801	793	815	815	815	815	815
Staff-Faculty Ratio (E&G)	1.2	1.2	1.2	1.1	1.2	1.1	1.2	1.2	1.2	1.2	1.2

Education and General (E&G): The Education and General revenue budget consist of Public University Fund state allocation, tuition and student course fees, internal sales and miscellaneous revenue. The expense/transfer budget supports activities and services that are intrinsic to the university, including instruction, research, student

services, libraries, administration, and maintenance of the campus facilities.

https://www.eou.edu/budplan/files/2020/11/11.12.20-BP-Orientation_Major-Fund-Types.pdf

Below is the text extracted from the **RECOMMENDATIONS FOR FACULTY COUNCIL REVIEW** from the Faculty Council Research Committee, April 1, 2024.

“4. Administrative duties performed by faculty because of staffing shortages

Overview: There is the “false economy” of having faculty do jobs that could/should be done by professional or clerical staff. It does not “save money” to keep the staffing lean and leave key staff positions unfilled, while hoping the faculty will simply pitch in. But we see this problem across the university. There is inequity in terms of which faculty step up to fill the gaps and who more artfully dodges this kind of overload. The notion of “opportunity costs” applies – what else should the faculty really be doing? Faculty time spent on administrative tasks costs the university twice over - faculty salaries are high, and time spent on administrative tasks is time that could otherwise be spent toward raising new sources of research funding for UMB. The fix to these two problems – which really are service “burdens” that do not yield meaningful outcomes – is a much deeper issue. It requires getting into both the real lack of state funding as well as a “scarcity mentality” that leaves key positions unfilled, with faculty and deans constantly begging for the most routine of positions that most universities have. At a fundamental level, units engaging in such service must assess whether the university's mission goals are met or not by such service.

The insights of the ACE report should not be applied to divvying up this kind of service – even though its inequities can be heavy especially for women and faculty of color – because this kind of service should not exist. Coming up with better mechanisms to divvy up this kind of service will only institutionalize its existence in a problematic way. We are also concerned about the burden on current staff of these staffing shortages, which heap a huge workload onto some staff members who step in to fill gaps.”

VIII. An Initial Conversation on the Faculty Workload (Roselyn Negrón, Associate Professor of Anthropology & the Chair of the Faculty Council Research Committee) (2:20 p.m.)

The Academic Personnel Policy of the University of Massachusetts for UMass Amherst & UMass Boston (The Red Book), (Doc. T76-081 Passed by the Board of Trustees on 6/2/76) states:

https://www.umb.edu/media/umassboston/content-assets/academics/pdf/Academic_Personnel_Policy_UMASS_A_B_0.pdf

“High professional standards must be the basis for all personnel decisions. Personnel recommendations and decisions shall be made only after a review of all of the qualifications and all the contributions of the individual in the areas of teaching; of research; creative or professional activity; and of service. All three areas must be considered, but the relative weight to be given to each may be determined in the light of the duties of the faculty member.”

The relative weight to be given to each of the three areas (teaching & student advising; research, innovation, scholarship & creativity; professional & institutional service) typically varies with the type of academic institution, the nature of the academic discipline, the stage of one’s academic career, the institutionally assigned duties or responsibilities, and many other factors. Thus, clear guidelines and specific expectations are needed for the proper allocation and efficient utilization of time and effort devoted to each of these areas.

At UMass Boston, elements of the guidelines, standards and expectations are scattered in some generic, obscure or outdated documents, including the **Minimum Faculty Responsibilities**

(https://www.umb.edu/media/umassboston/editor-uploads/provost/images/Spring-2024-Combined-Min-Fac-Resp_Rec-Syl-Sect.pdf), the **UMass Boston Policy on Faculty Course Buyouts** (Revised January 2022)

https://www.umb.edu/media/umassboston/content-assets/academics/pdf/UMB_Course_Buyout_Policy_-_final_V2_at_012422.pdf), and the **University Guidelines on Faculty Workload** (Doc. T 74-111 Approval 6/15/1974) (<https://www.umb.edu/media/umassboston/content-assets/academics/pdf/FacultyWorkloadGuidelines.pdf>).

The **University Guidelines on Faculty Workload** indicates that “*these guidelines constitute an initial version which is to be reviewed during the coming year in consultation with faculties and campus administrators.*” Clearly, no update or revision has been attempted during the last fifty years. These guidelines were developed when the Harbor Point campus first opened on January 28, 1974, and when UMass Boston just started its first five Master’s programs (M.S. in Chemistry, approved by the Board of Trustees on January 28, 1972; M.A. in English, approved on February 23, 1972; M.S. in Biology, approved on November 21, 1972; M.A. in Mathematics, approved on March 7, 1973; and M.A. in History, approved on December 5, 1973).

“*The guidelines call for nine scheduled instructional hours per week as the average for established instructional units.*” “*An average of fifteen hours of educational activities involving direct contact with students should comprise, on the average, the basic instructional workload for a member of the University faculty. Of this amount about nine hours should be in regularly scheduled instruction, ...*” The course load reduction has been done in an ad hoc fashion over the years or decades and varies greatly from college to college, from department to department, and from administrator to administrator. No comprehensive, equitable and consistent standards currently exist and the variable practices are not well documented and widely communicated. For example, the decision that “*the Chair of Faculty Council will receive two course releases per year instead of one per year*” was directly communicated through email by the Chancellor & the Provost to a former Chair of the Faculty Council, with copies to the members of the Executive Committee, on May 23, 2022. It is certainly time for us to make a major effort to develop some sensible guidelines that would reflect the current status and conditions of UMass Boston and incorporate the best practices of other academic institutions, particularly our well-chosen peer institutions, which would be widely discussed and debated, well publicized, and once adopted, implemented consistently and fairly across the entire campus.

We need to begin with the most basic question: what would be the expected average time allocation to the three major areas of responsibility for a tenure-stream faculty member at a public urban research university like UMass Boston? Is a scheme of 40% for teaching, 40% for research, and 20% for service the norm for the public Doctoral Universities with Higher research activity? Does the 40% of time for teaching & advising translate into nine scheduled instructional hours per week? Will the undergraduate and graduate courses be weighed differently? What about lab, studio, or writing intensive course sections? Would a high-enrollment course with over 500 students be equivalent to five regular lecture courses? How many credits should be assigned for supervising thesis or dissertation research of 3 or more graduate students? How many books or articles in peer-reviewed journals of different impact factors rise to the levels of “Strength”, “Excellent”, or “Distinguished”? What kind of record would be required for a beginning Associate Professor without tenure at another institution to be hired as a Distinguished/Endowed Full Professor with tenure at UMass Boston, if ever? Is a minimum amount of external funding expected or required for certain disciplines? What would be the proper and fair levels of course load reduction for serving as Department Chairs or Graduate Program Directors of different sizes and complexities, Chairs of the Faculty Council Committees, editors of prestigious referred professional journals, Presidents of professional societies or associations, and other significant institutional or professional service responsibilities?

Should we establish a joint committee to work on this major initiative during the next two years?

A copy of the **RECOMMENDATIONS FOR FACULTY COUNCIL REVIEW** from the Faculty Council Research Committee, submitted on April 1, 2024, is also attached for your review.

IX. Selected Measurable Indicators for Planning, Improvement, and Accountability

1. The significant increase of the number of undergraduate applications and the admission rate and the continuously declining yield

ADMISSIONS: TABLE 2

UNDERGRADUATE ADMISSIONS TRENDS - FALL 2013 TO FALL 2023

First-Time Freshmen					
BOSTON	Number of Applicants	Number Accepted	Percent Accepted	Number Enrolled	Yield
Fall 2023	20,918	17,353	83.0%	2,463	14.2%
Fall 2022	19,777	15,757	79.7%	2,441	15.5%
Fall 2021	17,733	12,926	72.9%	2,246	17.4%
Fall 2020	15,437	11,178	72.4%	2,229	19.9%
Fall 2019	15,319	10,393	67.8%	2,123	20.4%
Fall 2018	11,907	9,241	77.6%	2,315	25.1%
Fall 2017	10,507	7,896	75.1%	1,881	23.8%
Fall 2016	9,886	6,774	68.5%	1,651	24.4%
Fall 2015	9,365	6,467	69.1%	1,680	26.0%
Fall 2014	8,451	5,981	70.8%	1,542	25.8%
Fall 2013	8,170	5,834	71.4%	1,413	24.2%

2. The decrease or stagnation of retention rate

RETENTION: TABLE 12

FALL-TO- FALL RETENTION RATES OF

ENTERING FULL-TIME FIRST-YEAR STUDENTS

FALL 2018 COHORT - FALL 2022 COHORTS

	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort
Entering Cohort	2,274	2,074	2,160	2,169	2,357
Returned	1,712	1,576	1,619	1,572	1,717
Retention Rate	76.5%	75.3%	76.0%	72.5%	72.8%

3. The continuing struggle with the low six-year graduation rates

GRADUATION: TABLE 13.2

SIX-YEAR GRAD RATES OF ENTERING FULL-TIME FIRST-YEAR STUDENTS

FALL 2013 COHORT - FALL 2017 COHORTS

	Fall 2013 Cohort Graduated by 2019	Fall 2014 Cohort Graduated by 2020	Fall 2015 Cohort Graduated by 2021	Fall 2016 Cohort Graduated by 2022	Fall 2017 Cohort Graduated by 2023
Entering Cohort	1,310	1,435	1,532	1,537	1,799
Graduated	642	710	751	784	908
Graduation Rate	49.0%	49.5%	49.0%	51.0%	50.5%

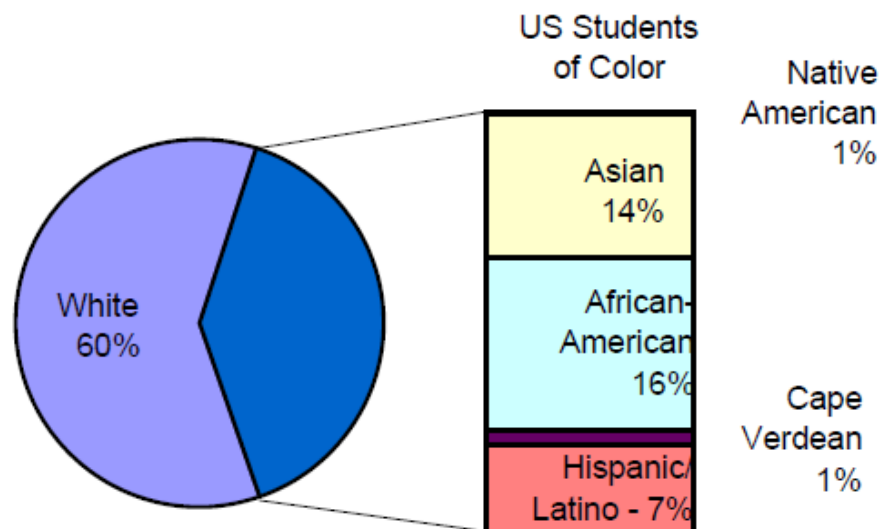
4. The changing racial diversity of UMass Boston and the population of our City and State

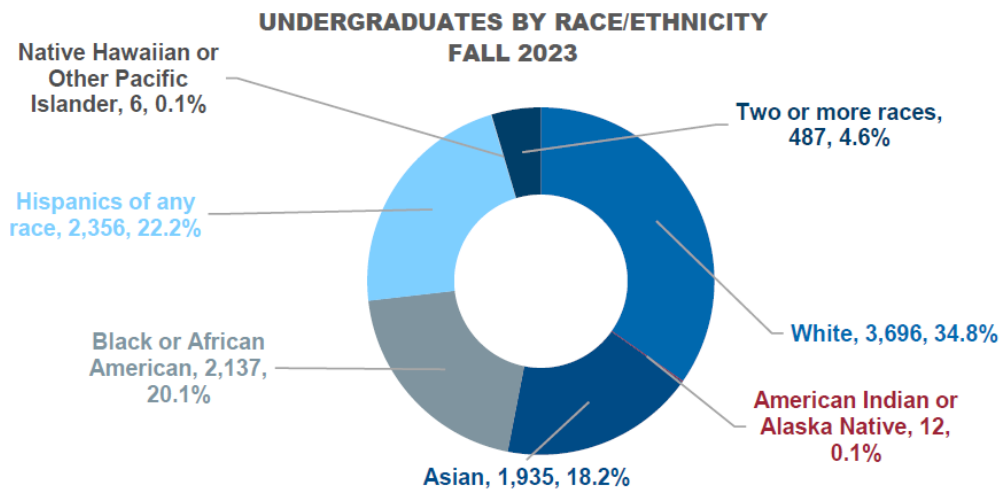
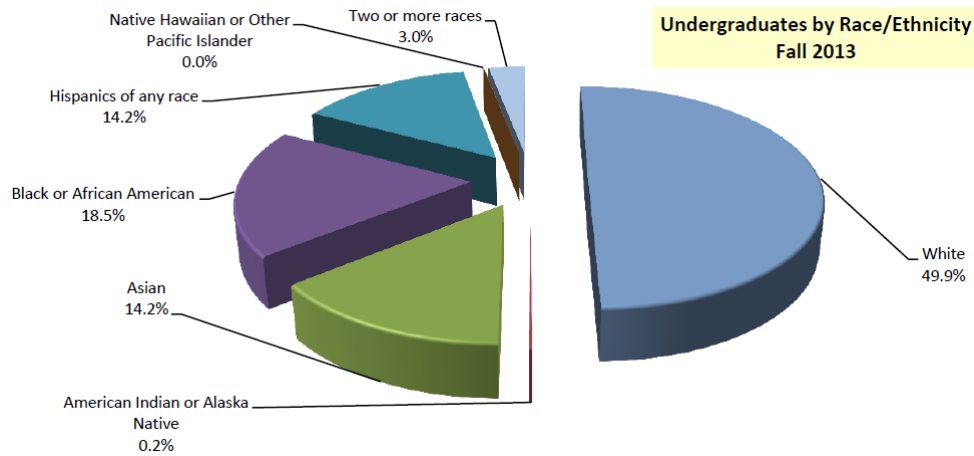
	City of Boston	12 Cities/Towns (Connected by the T)
Total:	675,647	1,425,513
Hispanic or Latino	126,113 (18.67%)	223,847 (15.70%)
Not Hispanic or Latino:	549,534	
Population of one race:	516,813	
White alone	301,464 (44.62%)	728,774 (51.12%)
Black or African American alone	129,264 (19.13%)	180,158 (12.64%)
American Indian and Alaska Native alone	989 (0.1464%)	1,755 (0.1231%)
Asian alone	75,588 (11.19%)	201,944 (14.17%)
Native Hawaiian and Other Pacific Islander alone	251 (0.0372%)	438 (0.0307%)
Some Other Race alone	9,257 (1.791%)	19,595 (1.3746%)
Population of two or more races:	32,721 (4.84%)	69,002 (4.8405%)

12 Cities/Towns (connected by the T): Boston, Braintree, Brookline, Cambridge, Chelsea, Malden, Medford, Milton, Newton, Quincy, Revere, Somerville

Community	Population 2010	White	% in 2010	Black	%	Asian	%	Hispanic	%	
Boston	617,594	333,033	53.92%	150,437	24.36%	55,235	8.94%	107,917	17.47%	
Community	Population 2020	White	% in 2020	Black	%	Asian	%	Hispanic	%	
Boston	675,647	318,101	47.08%	138,870	20.55%	76,021	11.25%	126,113	18.67%	
Community	Population 2010	Population 2020	White	% in 2020	Black	%	Asian	%	Hispanic	%
Massachusetts	6,547,629	7,029,917	4,896,037	69.65%	494,029	7.03%	507,934	7.23%	887,685	12.63%

U.S. Undergraduate Enrollment by Race/Ethnicity, Fall 2003





5. The national rankings of the total FY 2022 R&D expenditures and the federally financed FY 2022 R&D expenditures

NSF HERD Table 21 Higher education R&D expenditures, ranked by FY 2022 R&D expenditures: FYs 2010–22 (Dollars in thousands)

Institution	Rank	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
All institutions	-	61,286,610	65,274,393	65,729,007	66,977,566	67,161,428	68,519,962	71,736,671	75,148,301	79,024,262	83,488,120	86,302,262	89,694,837	97,680,528
U. Mass, Medical School	81	232,039	262,714	256,090	245,923	241,869	250,338	253,099	279,884	274,211	281,507	279,096	347,337	358,204
U. Massachusetts, Amherst	111	169,141	181,297	194,775	190,739	200,199	213,902	214,576	210,416	211,140	223,177	219,389	213,824	245,158
U. Massachusetts, Lowell	168	59,345	60,013	60,624	63,136	64,591	70,384	68,494	69,677	72,266	83,996	92,216	94,708	111,144
U. Massachusetts, Boston	190	56,416	57,040	60,086	60,380	61,186	62,374	64,223	70,019	61,473	62,018	64,219	63,723	65,215
U. Massachusetts, Dartmouth	242	25,725	25,644	22,732	27,326	28,219	26,776	26,824	26,102	26,626	28,036	26,836	28,729	33,136

NSF HERD Table 24 Federally financed higher education R&D expenditures, ranked by FY 2022 R&D expenditures: FYs 2010–22 (Dollars in thousands)

Institution	Rank	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
All institutions	-	37,477,582	40,768,251	40,142,223	39,445,931	37,961,118	37,846,802	38,787,997	40,248,058	41,860,369	44,460,327	46,106,539	49,116,033	53,971,468
U. Massachusetts, Medical School	62	178,293	208,244	202,149	189,159	183,582	183,588	181,446	200,232	194,953	197,388	192,938	248,873	258,147
U. Massachusetts, Amherst	108	97,937	107,683	115,280	111,448	110,189	103,417	106,269	108,871	110,654	117,359	116,170	116,349	129,044
U. Massachusetts, Lowell	155	25,550	27,960	26,786	27,360	28,654	31,059	27,694	29,471	30,086	35,309	41,304	48,179	62,195
U. Massachusetts, Boston	225	24,527	26,958	33,275	24,924	27,715	28,653	30,608	29,934	30,412	25,083	27,575	23,673	23,131
U. Massachusetts, Dartmouth	277	12,236	13,657	10,979	8,860	8,549	7,321	6,548	7,370	7,156	7,353	6,506	8,223	11,162

6. U.S. News 2023-2024 Best Colleges Rankings <https://www.usnews.com/best-colleges/rankings/national-universities>

University of Massachusetts—Amherst, Amherst, MA	#67 in National Universities (tie)
University of Massachusetts—Lowell, Lowell, MA	#159 in National Universities (tie)
University of Massachusetts—Dartmouth, North Dartmouth, MA	#209 in National Universities (tie)
University of Massachusetts—Boston, Boston, MA	#216 in National Universities (tie)

U.S. News 2022-2023 Best Colleges Rankings

University of Massachusetts—Amherst, Amherst, MA	#67 in National Universities (tie)
University of Massachusetts—Lowell, Lowell, MA	#176 in National Universities (tie)
University of Massachusetts—Boston, Boston, MA	#234 in National Universities (tie)
University of Massachusetts—Dartmouth, North Dartmouth, MA	#234 in National Universities (tie)

U.S. News 2020-2021 Best Colleges Rankings

University of Massachusetts—Amherst, Amherst, MA	#66 in National Universities (tie)
University of Massachusetts—Lowell, Lowell, MA	#176 in National Universities (tie)
University of Massachusetts—Dartmouth, North Dartmouth, MA	#217 in National Universities (tie)
University of Massachusetts—Boston, Boston, MA	#227 in National Universities (tie)

Annual Indicators: University of Massachusetts Performance Measurement System

<https://www.umassp.edu/reports-and-initiatives/institutional-research>

University of Massachusetts 2023 Performance Measurement System

<https://www.umassp.edu/sites/default/files/publications/2023%20AIR%20v2.0.pdf>

X. Request for Information and Clarification on the Search for a Distinguished Professor in Coastal Resilience

<https://employmentopportunities.umb.edu/boston/en-us/job/520983/professor-coastal-resilience>
Professor (Coastal Resilience)

Apply now Job no: 520983

Position Type: Faculty Full Time

Campus: UMass Boston

Department: SFE - Dean's Office

Pay Grade: 05

Date opened: 13 Oct 2023 Eastern Daylight Time

Applications close:

The School for the Environment is seeking an outstanding individual at the Full Professor level to become the Distinguished Professor of Coastal Resilience with a specific expertise in nature-based approaches, to begin September 1, 2024.

- 1) *“This search, characterized as a Target of Excellence, is the first of its kind at UMass Boston.”*
- 2) *“This search was mandated by the Chancellor and the Provost. ... This was not a search that I or the SFE faculty asked for...and was not part of our three-year hiring plan (and does not affect it). ...”*
- 3) The Interim Dean was appointed as the Chair of the Search Committee. The Search Committee is the Interim Dean, Paul Kirshen (Professor of Climate Adaptation, School for the Environment), Susan Gauss (Associate Professor of Latin American & Iberian Studies), Alex More (Associate Professor of Urban Public Health, joined us in 2022), and Pam DiBona (Director of MassBays, with a Graduate Certificate in Critical and Creative Thinking a M.S. in Environmental Science/Environmental Microbiology from UMass Boston, and a B.A. in Biochemistry from Connecticut College. *“This was negotiated between myself and the Provost.”*
- 4) *“None of the applicants ‘applied’”, ...*

7) *“There would be a formal, probably expedited review and recommendation for Full with Tenure after an offer is made and preferably before the start date (but sometimes takes a few months to be official), so we would want to know before the offer if there are any concerns. ...”*

...

Some of the crucial questions are

- (1) How accurately do these statements describe what has been going on? If not, what is true and what is not?
- (2) What roles and responsibilities do the faculty members in the relevant academic unit should play in such hires?
- (3) How will the rules, policies, standards and procedures for shared governance apply in such faculty hires?
- (4) How many applications have we received since the position description was posted on October 13, 2023, and what have we done with these regular applications?
- (5) Can a beginning (in the rank for 3 months) Associate Professor without tenure at another institution be appointed as a “Distinguished Professor” with tenure at UMass Boston?

XI. Reports – maximum of 3 minutes (Written reports are preferred and strongly encouraged!)

- a. Chancellor – Marcelo Suárez-Orozco
- b. Provost and Vice Chancellor for Academic Affairs – Joseph Berger
- c. Vice Chancellor for Administration & Finance – Kathleen Kirleis
- d. Faculty Representative to the Board of Trustees – Sana Haroon
- e. Representative from the Faculty Staff Union – Caroline Coscia
- f. Representative from the Professional Staff Union –
- g. Representative from the Classified Staff Union – Alexa MacPherson
- h. Representatives from the Graduate Employee Organization – Chidimma Ozor Commer and/or Jonathan Vega-Martinez (GEO Organizing Committee Members)
- i. Representatives from the Undergraduate Student Government – Kaushar Barejiya (President) and/or Kaley Whipkey (Vice President)
- j. Representatives from the Graduate Student Government – Delaney Bowen (President) and/or Chirag Nemani (Vice President)

XII. Seating of the New Faculty Council Members (2:40 p.m.)

We wish to express our most sincere gratitude to the **2024 Faculty Council Election Committee: Timothy P. Oleksiak (Chair), Nurul Aman, and Jason Rodriquez**, as well as the outstanding technical support of **Associate Provost James J. Hughes**.

Constitution of the Faculty Council

Approved by the Board of Trustees September 30, 2021; Amended November 9, 2020

https://www.umb.edu/media/umassboston/editor-uploads/faculty-council/UMass_Boston_amended_Constitution_BoT_approved_9-30-2021.pdf

“The first regular meeting of the Faculty Council shall take place during the month of May. The Chair shall convene the meeting and seat the new Council. An outgoing Chair of the Executive Committee shall conduct elections for a new Chair. The new Chair shall preside thereafter and conduct elections for the remaining Council officers.”

XIII. Election of the Chair for the Faculty Council

XIV. Elections of the Associate Chair and Three Members of the Executive Committee for the Faculty Council

UMass Boston Faculty Council Bylaws

Amended and Approved by the Faculty Council on December 4, 2023

<https://www.umb.edu/faculty-staff/faculty-council/bylaws-and-constitution/>

"A. Each semester the Council shall convene an open faculty meeting and set the agenda thereof. All ensuing recommendations shall be placed upon the agenda of the next Council meeting.

B. The first regular meeting of the Council shall take place during the month of May. The Council shall then establish a schedule of regular meetings, with its first meeting being called by the Council Executive Committee."

XV. New Business

XVI. Motion to Adjourn

Following the wonderful tradition of the Faculty Council, the last Faculty Council (FC) meeting of the semester will be the Open Meeting. This meeting will be faculty-only (chairs welcome!) and the agenda is "open", meaning it is determined by meeting attendees and the concerns they bring forward to discuss with the FC and its Executive Committee (EC).

The Open Meeting for Spring 2024 will take place in the Chancellor's Conference Room (3rd floor, Quinn Administration Building) on Monday, May 13, 2024, 1:00-3:00 p.m. Please join us!