



Faculty Council

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

Monday, October 3, 2022, 1:00-3:00 PM

Chancellor's Conference Room

3rd floor, Quinn Administrative Bldg.

Agenda

I. Approval of the Agenda

II. Motion to approve the September minutes

III. Motions from the Graduate Studies Committee

Motion #1 (in Curriculog)

From: CEHD

Request for a course name and description change for EDC G 643. The name would be changed from Behavior and Classroom Management to Fostering Equitable and Affirming Classroom Environments.

Old description: This course explores a diverse range of strategies and techniques that may be used to eliminate or alleviate dysfunctional and/or disruptive behavior in the contemporary mainstreamed classroom. All students in this class should have a field placement in a public school classroom or be a Teacher of Record in a public school.

New description: This course explores a diverse range of dispositions and strategies that lead to equity-based and affirming classrooms and support all students' abilities to grow and thrive. The course focuses on the role of social inequity in the history of school discipline, examines routines and structures that create positive classroom environments, and offers ways to build better connections between the classroom and students' home lives and families. All students in this class should have a field placement in a public school classroom or be a teacher of record in a public school.

Rationale: The name and course description changes reflect a shift in focus from individual students to classrooms embedded in schools and communities.

Motion #2 (in Curriculog)

From: CSM

Request to change the (long) name of BIOL 607 from An Introduction to Computational Data Analysis for Biology to Biostatistics and Experimental Design. Short name of Biological Data Analysis and course description remain the same.

Rationale: The name of this course is being changed to better reflect the content. Students may take this course without the BIOL 617 lab component (which is currently undergoing governance).

Course description: This course will cover the basic statistical knowledge necessary for students in biology to design, execute, and analyze a basic research project. The course aims to have students focus on thinking about the biological processes that they are studying in their research and how to translate them into statistical models. The course will take a hands-on computational approach, teaching students

the statistical programming language R. In addition to teaching the fundamentals of data analysis, we will emphasize several key concepts of efficient computer programming that students can use in a variety of other areas outside of data analysis.

Motion #3 (in Curriculog)

From: CEHD

Request to remove the concentration requirement for the Urban Education, Leadership, and Policy Studies Program (for both EdD and PhD degree options). The previously designated concentration courses in the curriculum will become elective course options.

Rationale: The program as designed is no longer sustainable due to faculty turnover and inadequate staffing.

Motion #4 (in Curriculog)

From: CEHD

Request to restrict core courses in the Urban Education, Leadership, and Policy Studies EdD and PhD programs to doctoral students.

Rationale: This request is a common practice for programs across the university, to prioritize doctoral students by requiring non-matriculating and master's students to seek permission from the instructor on record. Often non-matriculating and master's students take EU core classes prior to applying for admission into the Urban Education, Leadership, and Policy Studies program. Consequently, if admitted into our program after taking core courses as non-matriculating students or master's students, these students have often already fulfilled up to 12 core credit hours and do not progress with their cohort members, negating the purpose of a cohort model to offer peer support and guidance as students advance in their academic careers.

Motion #5 (in Curriculog)

From: CLA

Request for a new course APLING 688 English as a Second Language Licensure Pre-Practicum.

This will be a stand-alone 1 credit Pre-Practicum course for ESL Licensure students to meet new requirements for the Department of Elementary & Secondary Education (DESE) Pre-Practicum component of all licensure programs. Currently, students in the ESL Licensure Track in Applied Linguistics complete their Pre-Practicum in conjunction with APLING 614 Foundations of Bilingual/Multicultural Education. APLING 614 is taken by all ESL concentration students in the department, even if they are not seeking licensure.

Rationale: With the additional requirements of the Pre-Practicum as mandated by DESE, the workload for students is well beyond a 3-credit course and not appropriate for students who are not seeking licensure. Thus, the Department needs to create a separate 1-credit Pre-Practicum. Additionally, this provides flexibility to students who can decide when to engage in their pre-practicum experience. It is helpful for graduate students who complete the program in a part-time status. Further, because it is now stand-alone, students will be clearer as to what the requirements and expectations are for licensure.

IV. Motions from the General Education Committee

Motion 1: That History 220, European Empires, be approved as satisfying the International Diversity requirement. (From the Diversity Subcommittee; in Curriculog.)

Course Description: Over the course of the early modern and modern periods, the major European powers set out not only to explore the world, but to claim it. In this course, we will explore the history of modern European imperialism, including in-depth looks at issues and moments such as slavery in the Atlantic world, the Age of Enlightenment, the civilizing mission, the world wars, and the struggles for

decolonization. Finally, we will ask how empire continues to manifest in Europe today. Throughout the course of the semester, we will focus upon these important events and themes in the history of European imperialism and decolonization from the perspective of both the colonizers and the colonized, using historical narratives, first-person accounts and commentaries, scholarly analyses, and film to understand this tumultuous subject. This course meets the International Diversity requirement through its incorporation of race and gender as categories of identity in the study of the history of European empires.

Rationale: As the course description states, History 220 explores the history of the empires of Europe through the dimensions of race and gender, approached intersectionally.

Motion 2: That Religious Studies 218G, Religion and Film, be approved as an Intermediate Seminar. (From the Seminars Assessment Subcommittee; in Curriculog.)

Course Description: Religion, like film, makes worlds. Practitioners, like viewers, are asked to suspend belief in order to enter another world—and then find that world in this world. We leave a detective movie and start seeing the world as a series of clues; we leave a prayer meeting and start looking for moments of grace in daily life. This course serves as both an introduction to the methods and key terms in the study of religion and as a way to gain a richer understanding of why we watch films and how they work on us. We address topics such as: How do films such as Christopher Nolan's "The Dark Knight" or Julie Dash's "Daughters of the Dust" organize the world through myths about good and evil and with rituals that bind communities across generations? How does the Coen brother's "A Serious Man" retell a Biblical story for the present? And how do Afro-futurist films such as Sun Ra's "Space is the Place" help viewers imagine world not structured by racism?

Rationale: This course provides training in the three Intermediate Seminar Capabilities of Critical Thinking, Reading, and Writing in a course at the 200-level that is suitable for the general enrollment of students.

Motion 3: That Women's, Gender, and Sexuality Studies 263G, Transgender Studies: Scholarly and Community Perspectives, be approved as an Intermediate Seminar. (From the Seminars Assessment Subcommittee; in Curriculog.)

Course Description: This course provides an introduction to the expanding transdisciplinary field of transgender studies by situating trans identities, experiences, communities and movements in their historical and social contexts. Drawing on literatures from sociology, psychology, cultural studies, and feminist and queer theory, as well as trans community sources, we'll examine how categories like "trans" and "transgender" have been shaped by political, medical, and community-based discourses. Using a range of theoretical lenses, we'll explore how trans lives and bodies are produced and experienced in and through systems of gender, racism, colonization, ableism, and medicalization. Key to our inquiry will be the implications of trans political movements, increased visibility in media and culture, and the institutionalization of trans studies as a discipline. This course is appropriate for students who are new to trans issues as well as students who have academic and/or personal experience with the topic.

Rationale: This course provides training in the three Intermediate Seminar capabilities of Critical Thinking, Reading, and Writing in the context of an emerging field of study and research, at the 200-level, suitable for the general enrollment of students.

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

- **Academic Affairs Committee**
 - Jeff Stokes (MGS)
- **Academic Technology Committee**
 - Suha Ballout (MCNHS)
 - Margaret Hart (CLA)
 - Jonathan Kim (CM)
 - Lusa Lo (CEHD)
 - Qian Song (MGS)
- **Budget and Long-Range Planning Committee**
 - Michael Ahn (MGS)
 - Nurul Aman (CLA)
- **Graduate Studies Committee**
 - Laura Bozeman (CEHD)
 - Phil Gona (CNHS)
 - Harry Konstantinidis (CLA)
 - Brook Moyers (CSM)
 - Pat Paugh (CEHD)
 - Michael F Tlusty (SFE)
- **Library Committee**
 - Jaque Avila (MGS)
 - Brenda D. Clausell-Rigsby (CNHS)
 - Tejaswini S Dalvi (CEHD)
 - Tyler Hull (CM)
 - Gretchen Umholtz (CLA)
- **Joint Athletics Committee**
 - Labib Rouhana (CSM)
- **Research Committee**
 - Tracy Baynard (CNHS)
 - Lisa Heelan Fancher (CNHS Fall 2022 Replacement)
 - Jay Junghun Lee (CM)
 - Alan Wiig (SFE)
- **General Education Committee and Subcommittees**

See separate document disseminated alongside this agenda

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

VI. Reports – maximum of 10 minutes

- 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 – Marlene Kim
- e. Representative from the Faculty Staff Union – Caroline Coscia
- f. Representatives from the Graduate Employee Organization—Chidimma Ozor Commer or Jonathan Vega-Martinez

- g. Representative from the Undergraduate Student Government – Dhruv Naik
- h. Representative from the Graduate Student Assembly – Delaney Bowen

VII. Motion from Sociology Faculty – Kevin Wozniak and Andrea Leverentz

Moved, that the following “criminal and disciplinary history disclosures” questions be removed from all UMB graduate application forms:

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

VIII. Motion from the Holistic Evaluation of Teaching Task Force

The Task Force on the Holistic Evaluation of Teaching moves that during the Fall 22 semester 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 move that departments articulate by the end of the Fall '22 semester 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.

IX. New Business

X. Motion to Adjourn