



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

University Governance  
Faculty Council  
[https://www.umb.edu/faculty\\_staff/faculty\\_council](https://www.umb.edu/faculty_staff/faculty_council)  
Monday, December 6, 2021  
1:30-3:30  
Zoom Webinar

#### **Agenda**

- I. Approval of the Agenda**
- II. Motion to approve the November minutes**
- III. Chair's Comments**
- IV. Reports – 5 mins each**
  - a. Chancellor – Marcelo Suárez-Orozco
  - b. Provost and Vice Chancellor for Academic Affairs – Joseph Berger
  - c. Vice Chancellor for Administration and Finance – Kathleen Kirleis
  - d. Faculty Representative to the Board of Trustees – Marlene Kim
  - e. Representative from the Professional Staff Union – Michael Mahan
  - f. Representative from the Graduate Employee Organization—Chidimma Ozor Commer
- V. Academic Technology Committee (ATC) Report follow-up (James Soldner and Apurva Mehta)**
- VI. Committee on Engaged Scholarship (CES) Introduction (Lusa Lo and John Saltmarsh)**
- VII. Resolution from the Cypher (Velina Batchvarov, Amy Collinsworth, Oscar Lanza Galindo, Tracy Morin, Tara Parker)**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**BE IT FURTHER RESOLVED** that the Faculty Council calls upon President Marty Meehan, Chancellor Marcelo Suárez-Orozco, and Provost Joseph Berger to affirm that they reject any attempts by bodies external to the faculty to restrict or dictate university curriculum on any matter, including matters related to racial and

social justice, and will stand firm against encroachment on faculty authority by the legislature or the Boards of Trustees.

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

#### **VIII. Motions from the Graduate Studies Committee (GSC)**

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

##### **From: SFE (Urban Planning and Community Development)**

**Request to update the curriculum of the MS in Urban Planning and Community Development.** The overall structure of the 48-credit graduate planning program will remain the same - all students will complete a 9-course "core" covering planning history, theory, methods, practice, law, and ethics (27 credits). Upon completion of this common core, students will choose one of three policy areas in which to specialize, taking three required and two elective courses (15 credits). Finally, they will select one of two "capstone" options - a group studio (6 credits) or an individual research project (6 credits).

Within this structure, five core courses will be replaced in order to strengthen students' preparation in urban economics, real estate markets, spatial analysis, urban design and master planning. In addition, one of the required courses in the Housing and Community Development Concentration will be replaced to provide students with a deeper understanding of community development finance.

Finally, the single semester (6 credit) studio will be replaced with a two-semester (3/3 credit) studio sequence. In addition, there will be a second capstone option - an individualized two-semester (3/3 credit) empirically-based planning project.

**Details:** 1) Replacement of 5 core courses:

ECON 613 Urban Economics will replace ECON 610L Political Economy,  
plus there will be 4 new courses:

UPCD 615 Urban Real Estate will replace UPCD 611 The City in History

UPCD 625 Qualitative Methods will replace PUBADM 621 Analytical Methods

UPCD 626 Spatial Analysis will replace UPCD 623 Intro to GIS

UPCD 635 Master Planning will replace UPCD 630 Urban Info Systems

2) In the Housing and Community Development concentration: new course UPCD 730 Community Development Finance will replace UPCD 622 Citizen Participation

3) Changes in capstones: UPCD 750 Planning Studio (6 credits) will be split into UPCD 750 Planning Studio I (3 credits) and UPCD 651 Planning Studio II (3 credits)

New capstone option: UPCD 752 Professional Planning Report I and UPCD 753 Professional Planning Report II (3 credits each)

**Rationale:** The recommended curriculum will provide improved instruction in several key areas of professional practice, including qualitative research methods, urban economics, fundamentals of urban real estate markets, and urban design. It is a curriculum that can be delivered with current faculty resources and a modest number of NTTs and reduce the number of substitutions in a student's course of study. Also, students will now be able to choose between the existing group planning studio capstone (split between two semesters to better accommodate working students) and an individual professional planning report option (for students whose schedules do not allow them to coordinate their work with a class or who are interested in pursuing a significant self-directed research project in preparation for possible doctoral studies).

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

##### **From: SFE (Urban Planning and Community Development)**

**Request to create 8 new courses (UPCD 615, 625, 626, 635, 730, 751, 752, 753) and change one course (UPCD 750) to update the curriculum of the MS in Urban Planning and Community Development (see Motion #1).**

**a. UPCD 615 Urban Real Estate Markets (new course)**

**Rationale:** The MS in Urban Planning and Community Development Program currently does not introduce students to the organization, functioning, and regulation of urban real estate markets which is an essential body of knowledge for professional planners. This course will replace UPCD 611 The City in History as a required core course for all graduate planning students.

**b. UPCD 625 Qualitative Methods (Analytical Methods II for Planners: Qualitative Techniques) (new course)**

**Rationale:** PUBADM 621, that has been infrequently offered and focused on the needs of PhD students, would be replaced by UPCD 625 Analytical Methods II for Planners: Qualitative Techniques, reflecting qualitative data collection and analysis techniques used during typical comprehensive planning processes, such as: archival research, oral histories, informal and formal interviewing, resident surveys, participant observation, community photography, body mapping, and focus groups.

**c. UPCD 626 Urban Design (new course)**

**Rationale:** UPCD 626 Spatial Analysis for Urban Design will focus on reading, interpreting, mapping, and intervening in the urban environment. This course will introduce students to Geographic Information System (GIS) within a clear planning context. Right now, students are introduced to GIS as a set of tools in search of specific applications. This class will also introduce students to the basic principles and practice of contemporary urban design. This is an essential body of knowledge for practicing planners to possess as more and more towns and cities shift from traditional "Euclidian" zoning to form-based zoning codes which require an understanding of urban design and place-making.

**d. UPCD 635 Master Planning (new course)**

**Rationale:** Planners are responsible for assisting local officials in developing comprehensive development plans that provide for the physical infrastructure and social structures needed to support the future development of local communities. This course will prepare students to design and implement comprehensive development plans that integrate economic development, public transportation, and land use plans.

**e. UPCD 730 Community Development Finance (new course)**

**Rationale:** The growing income, wealth, and power disparities characterizing American metropolitan regions has made place-based community development an increasingly important municipal activity. Due to cutbacks in domestic spending programs for affordable housing, economic development, and workforce training programs, community planners are having to become much more skillful and imaginative as it relates to the financing of these projects. This course will introduce future planning professionals to the fundamental principles and practice of contemporary community development finance.

**f. UPCD 750 Planning Studio I (course change)**

**Rationale:** The overwhelming majority of our students work full-time while pursuing their MS in Urban Planning and Community Development, on a part-time basis, at night. As such, it has been difficult for our students to complete a double-loaded "studio course" which requires intense periods of field work. It has also been difficult for our community partners to make themselves available for consultation on such an intense basis. Therefore, we decided to redesign this 6-credit studio course as a sequence of two 3-credit studios. Under this new arrangement, students will focus on entering the community, research design, data collection and analysis, and goal setting within the newly redesigned UPCD 750 Planning Studio I. The required follow-up course, UPCD 751 Planning Studio II, will focus on plan-making, presentation, adoption, implementation, monitoring and evaluation.

**g. UPCD 751 Planning Studio II (new course)**

**Rationale:** The proposal allows graduate planning students, most of whom work full-time, to complete a traditional planning studio project for a community partner by spreading the work out over two semesters. Students will enroll in UPCD 750 Planning Studio I in the fall semester of their final year. During this class they will establish a strong bond with a community-based planning organization. They will also collect and analyze the wide range of data needed to formulate goals and objectives for a planning intervention designed to improve the overall quality of life. In UPCD Planning Studio II, students will formulate a detailed action plan to achieve these goals. In addition, they will engage the community in shaping all elements of the plan. They will present the plan, secure community approval of the document, design an implementation strategy, monitoring and evaluation schema.

**h. UPCD 752 Professional Planning Report I (new course)**

**Rationale:** The UPCD Professional Planning Report I and II will be an alternative capstone option for students whose interests are highly focused and whose time constraints make it difficult to coordinate their efforts with other students in the Planning Studio capstone option. It will provide students whose family and/or work-lives do not give them the flexibility needed to participate in a highly-structured studio course with a more flexible self-directed and faculty-supervised individual field research project.

**i. UPCD 753 Professional Planning Report II (new course)**

**Rationale:** Provides students whose work/family life does not permit them to coordinate their schedule with 10-12 students in the typical planning studio with an individual option. It also provides students considering the pursuit of a PhD in planning and/or a related field to gain the experience of designing and implementing a major field-based research project and preparing a significant professional quality report.

**Motion #3**

**From: MGS**

**Request to cross-list GERON GR 603 Statistics I with PPOL-G 604 Statistics I and to cross-list GERON GR 604 Statistics II with PPOL-605 Statistics II.**

**Rationale:** GERON GR 603 and PPOL-G 604 are the same course; students in the two courses are taught together. GERON GR 604 and PPOL-G 605 are the same course; students in the two courses are taught together. Cross-listing will also prevent either department's section from being canceled for low enrollment if total enrollment is adequate.

**Motion #4**

**From: CSM (in Curriculog)**

**Request for a course change to correct an error in Wisner that allows BIOL 672 Directed Readings in Biology to be taken more than once.**

**Rationale:** The course is often used by graduate students to give them 3 credits to conduct the literature review for their thesis or dissertation work. Allowing students to take this multiple times in lieu of standard graduate courses would reduce the background, knowledge, and skills that students would need for completion of their degrees. The description states that students can take this once for a maximum of 3 credits.

**IX. Motion from the Academic Affairs Committee (AAC) (Steve Ackerman)**

**Motion:** To request the UMB administration to forthwith apply for the formation of a chapter of Phi Beta Kappa on the campus of the University of Massachusetts Boston"

**Rationale:** The national honor society Phi Beta Kappa is the most prestigious society representing academic excellence, in the United States. Students accepted into this honor society represent the greatest achievements in academic scholarship, have the distinction of joining an elite cadre of leaders/scholars/artisans/etc., and are recognized world-wide for their accomplishments. To not have this campus represented via a chapter for this society is a disservice to the students and demeaning to the

institution and its faculty and staff. Our Amherst campus does have a chapter which applies only to their campus.

Detailed information about this honor society can be accessed at the following

url: <https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.pbk.org%2FChapter-Associations%2FStart&data=04%7C01%7Csteven.ackerman%40umb.edu%7C63fbde601afb4210fd5108d9a9f66bf0%7Cb97188711ee94425953c1ace1373eb38%7C0%7C0%7C637727698099943413%7CUnknown%7CTWFpbGZsb3d8eyJWljojMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6IjEhaWwiLCJXVCI6Mn0%3D%7C3000&sddata=NhDWEAzI458HR0GbzmuR0h7naH%2BkSjjEEZ5NASe%2FKEc%3D&reserved=0.>

From the web site: "The process by which new chapters are approved is a three-year cycle that begins in January of 2021 and concludes with the approval of new chapters in August of 2024." For this cycle the application process concludes "...with a submission deadline of January 18, 2022." Hence, it is imperative that the administration initiate immediately an application for the establishment of a chapter of Phi Beta Kappa.

**X. New Business**