



University of Massachusetts Boston  
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University Governance  
Faculty Council

[https://www.umb.edu/faculty\\_staff/faculty\\_council](https://www.umb.edu/faculty_staff/faculty_council)

May 5<sup>th</sup>, 2025

**Minutes for Monday, May 5, 2025, 1:00 – 3:00 pm**

**Members Present:** Abdelkrim Mouhib (CLA); Amy Todd (CLA); Ana Lindsay (CNHS); Andre Maharaj (CEHD); Anthony Van DerMeer (CLA); Dan Finn (CLA); Gonzalo Bacigalupe (CEHD); Gretchen Umholtz (CLA); James Soldner (CEHD); Jose D’Incao (CSM); Judith Pare (CNHS); Kathryn Archard (CM); Larry Kaye (CLA); Leon Zurawicki (CM); Lorena Estrada-Martinez (SFE); Lusa Lo (CEHD); Lynne Benson (CLA); Marlene Kim (CLA); Mehran Azimi (CM); Nelson Lande (CLA); Peter Lert (CSM); Rita Kiki Edozie (CLA); Shaman Hatley (CLA); Timothy Oleksiak (CLA); Todd Drogy (HC); Tyler Hull (CM)

**Members Absent:** Daniel Gascon (CLA); Jeffrey Stokes (CNHS); Lisa Heelan-Fancher (CNHS); Niya Sa (CSM); Richard Hunter (CLA); Travis Johnston (CLA)

**Representatives Present:** Caroline Coscia (FSU), Michael Mahan (PSU), Alexa McPherson (CSU)

**I. Motion to Approve the Agenda**

- *Amendment to Agenda:* Inserting Agenda Item VI: Curriculum Working Group, left off originally circulated agenda due to technical oversight

*Motion Approved, as amended – unanimous*

**II. Motion to Approve the April 7, 2025 Meeting Minutes**

*Motion Approved – unanimous*

**III. Rereading of motion passed on April 7 2025**

*Faculty Council encourages administration to engage in an ongoing dialogue with student representatives and community members seeking to protect those targeted by visa revocations and threats related to immigration status.*

*Motion Approved – unanimous*

**IV. Motions from General Education Committee (See [Appendix A](#) below)**

*Motion Approved – unanimous*

**V. Motions from Graduate Studies Committee (See [Appendix B](#) below)**

*Motion Approved – unanimous*

**VI. Motion from Curriculum Working Group (See [Appendix C](#) below)**

- Motion to remove review by the Faculty Council's Budget and Long Range Planning (BLRP) Committee (and thus Faculty Council) from the workflow for proposals for new undergraduate programs. Rationale: The addition of BLRP Committee and Faculty Council violates the Faculty Council Constitution, which states that Faculty Council does not have jurisdiction over undergraduate programs
- "Undergraduate programs" refers to majors, minors, and certificates; does not include individual courses
- Motion requires second reading at a subsequent meeting because it did not appear on original agenda in advance of meeting (per [Faculty Council Bylaws](#), Section 7C)
- Additional motion proposed to waive this requirement in the interest of expediency; subsequent reading would not take place until Fall semester and programs may be proposed in the interim

*Motion Approved – unanimous*

*Motion to waive requirement for 2<sup>nd</sup> reading, Approved – unanimous*

**VII. Motion to endorse the "Statement in Support of the Core Mission and Shared Values of Higher Education in the United States of America." (signed on by faculty councils/senates). (See [Appendix D](#) below)**

*Be it resolved that the Faculty Council of the University of Massachusetts Boston adopts the following collaborative Statement in "Support of the Core Missions and Values of Higher Education in the United States of America" drafted by governance leaders at universities in the Big Ten Academic Alliance.*

- Supporting Documents: [Motions VI and VII - Statements, Petitions and MUDCs](#)
- Faculty Council Executive Board agrees to send notification of this endorsement to all faculty and staff

*Motion Approved – unanimous*

**VIII. Motion to endorse the University of Massachusetts Amherst Faculty Senate Resolution To Establish Mutual Academic Defense Compacts In Defense Of Academic Freedom, Free Expression, Institutional Integrity, And The Research Enterprise.**

*The UMass Boston Faculty Council endorses the University of Massachusetts Amherst Faculty Senate Resolution To Establish Mutual Academic Defense Compacts In Defense Of Academic Freedom, Free Expression, Institutional Integrity, And The Research Enterprise.*

*We call on the UMass Boston Chancellor to support the establishment of these Compacts. When they are established we recommend full participation by UMass Boston administration and faculty governance bodies.*

- Supporting Documents: [Motions VI and VII - Statements, Petitions and MUDCs](#)
- Clarification provided that motion seeks to initiate a process to create these mechanisms, none currently exist
- Discussion of institutional neutrality and implications for apolitical, non-partisan stance of the University

*Motion Approved – unanimous*

**IX. Discussion of previously circulated reports from administrators:**

- Reports posted: [5. Administrators' Reports](#)
- A. Chancellor - Marcelo Suárez-Orozco**
  - UMB continues to work with MA Attorney General and UMass Office of General Council on coordinating responses to federal attacks on higher education
- B. Provost and Vice Chancellor for Academic Affairs – Joseph Berger**
  - 4 federal grants have been terminated, these cases have been referred to Office of General Council to evaluate contractual obligations and legal remedies
  - Faculty PI should contact ORSP if they are notified of a grant termination
  - Provost Office will release guidance on implications of grant terminations for Faculty AFRs
- C. Vice Chancellor for Administration & Finance – Kathleen Kirleis**
  - Not present, report posted.

**X. Discussion of previously circulated reports from representatives:**

- No discussion, reports posted: [6. Reports from Representatives to Faculty Council](#)

**XI. New Business**

- No discussion.

**XII. Welcome to New Members, Thank You to Outgoing Members**

- Updated Faculty Council Membership List: [1\) Faculty Council Members Spring 2025 Updated 12 May 2025.docx](#)

**XIII. Motion to Adjourn**

*Motion Approved – unanimous*

## **Appendix A**

### **GEC Motions for April 7, 2025 FC Meeting**

Neal Bruss, General Education Committee Chair, on behalf of the General Education Committee and the Distribution and Quantitative Reasoning Subcommittees

**Motion 1: That History 155, Propaganda in History, be approved as satisfying the Humanities Distribution.**

**WISER Course Description:** Through consideration of case studies, this course explores the ways in which various regimes have sought to persuade target audiences to support specific agendas. The goals of the course are to enhance students' facility at reading texts and images at a variety of different levels and to develop skill at connecting cultural artefacts to their historical contexts.

**General Education Capabilities:** Critical Reading and Analysis and Verbal Reasoning (Critical Thinking).

**Motion 2: That Dr. Lorena Estrada-Martinez be appointed to the Quantitative Reasoning Subcommittee for the Spring 2025 term.** The appointment of Dr. Estrada-Martinez fills a vacancy in the subcommittee.

## Appendix B

### GSC Motions for May 5, 2025 FC Meeting

*All materials available for review on Curriculog*

#### Motion #1

**From: CEHD**

**Request for a new program,** the Deafblind Graduate Certificate, a 5-course graduate certificate (VISN 670-674). This graduate certificate program is a collaborative effort between the UMass Boston Vision Studies Program, the New England Consortium on Deafblindness (NEC) and the Institute for Community Inclusion (ICI) to increase the number of educational personnel with knowledge and skills in the profession of deafblindness education. The five courses in this certificate have already been approved through governance.

This graduate certificate will be the 3rd program in North America to offer this specialized preparation. If the proposal is approved, the department will partner with the Department of Elementary and Secondary Education for the creation of a Deafblind endorsement.

**Rationale:** A student with deafblindness presents quite differently than a student who is blind or a student who is deaf. These students have unique needs and additional training specific to this type of sensory impairment is important to effectively assess and provide services to students with this diagnosis. This is a critical addition to the Vision Studies program and will offer consistency and greater breadth and depth in this topic. This proposal responds to the needs of the community to prepare teachers with expertise in deafblindness in order to effectively and clearly respond to the needs of students with deafblindness, their families, and schools.

#### Motion #2

**From: CEHD**

**Request for a new Accelerated Master's Program (AMP)** to enable undergraduate students to obtain a bachelor's degree and the MEd leading to initial teaching licensure in elementary education within a five-year period. The coursework is the same as the existing MEd program leading to Elementary Licensure (Grades 1-6) but would now be offered as an Accelerated Master's Program begun during the Bachelor's degree. This new pathway will permit undergraduate students to replace electives with graduate coursework and then matriculate as graduate students to complete their master's degrees.

**Rationale:** The addition of an AMP pathway into the program will support increasing enrollment in our current elementary education MEd program as well as tapping the diversity of the UMass Boston undergraduate population to contribute needed licensed elementary teachers for MA schools, especially the urban districts near to the UMass

Boston campus. Completing the MEd and the initial Elementary teaching license in five years also accelerates the opportunities for candidates to pursue two add-on licenses, English as a Second Language (ESL) and Moderate Disabilities PreK-8. School districts whose needs align with an urban mission are seeking elementary teachers who bring expertise in teaching students who are multilingual and who bring diversity in learning abilities to the classroom context.

### **Motion #3**

**From: SFE**

**Request for a new course,** ENVSCI 662 Geological Oceanography, that will complement existing graduate courses in specialist oceanographic disciplines. This course can serve as a core Marine Science requirement for Marine Science and Technology MS/PhD students, an elective for Environmental Sciences MS/PhD students, and fulfills a core requirement for the University of Massachusetts' Intercampus Marine Science (IMS) graduate degree program. The course is designed around experiential learning opportunities for graduate students to obtain key skills needed for their graduate education (and after). This course was taught as Special Topics (ENVSCI 697) in Fall 2023. The course will be meeting in concert with an undergraduate level Geological Oceanography course (ENVSCI 462, also in governance). The graduate students will lead class discussions and will assist undergraduate students with course concepts. The graduate section will have different exams and projects and will be graded separately from the undergraduate section.

**Description:** Geological Oceanography provides an examination of the geologic (primarily sedimentary) processes in the ocean and their stratigraphic significance. Topics include:

- The structure of the ocean basins;
- How sediment is delivered to and produced in the ocean;
- How waves, currents, and gravity redistribute sediments;
- How sediments accumulate in depositional environments to form the stratigraphic record;
- How the stratigraphic record informs knowledge of past ocean and climate change (paleoceanography).

### **Motion #4**

**From: SFE**

**Request for a new course,** ENVSCI 670 Ocean Biogeochemical Cycles, that builds upon existing graduate courses in specialist oceanographic disciplines. This course can serve as a core Marine Science requirement for Marine Science and Technology MS/PhD students, an elective for Environmental Sciences MS/PhD students, and fulfills a core requirement

for the University of Massachusetts' Intercampus Marine Science (IMS) graduate degree program. The course is designed around experiential learning opportunities for graduate students to obtain key skills needed for their graduate education (and after). This course will be meeting in concert with an undergraduate level Ocean Biogeochemical Cycles course (ENVSCI 470, also in governance). The graduate students will often lead class discussions and will assist undergraduate students with reviews of draft final projects. The graduate section will have different assignments and will be graded separately from the undergraduate section.

**Description:** Ocean Biogeochemical Cycles provides a quantitative treatment of the cycling of biologically important elements in the ocean in the present and past. This course examines the two-way interactions between marine ecosystems and their chemical environment, and their implications for the distributions of carbon, oxygen, nutrients, and trace metals in the ocean. A particular focus is on the ocean's carbon cycle, and the role that organisms and ocean circulation play in regulating the carbon dioxide content of the atmosphere over geologic time.

#### **Motion #5**

**From: MCNHS**

**Request to change the name** of EHS 685 from Applied Exercise Physiology to Advanced Exercise Physiology to make the course name more in line with the course description and the course content.

**Description:** This is an advanced course designed to integrate basic physiology and relevant exercise science knowledge to provide students an in-depth understanding of acute and chronic effects of exercise on various physiological systems (e.g., skeletal muscle, cardiovascular and respiratory systems) in humans. Within this framework, bioenergetic and physiological control mechanisms will be presented relative to exercise performance. The course builds on principles and concepts learned in undergraduate courses in the area of exercise physiology such as EHS 385 (Exercise Physiology I).

#### **Motion #6**

**From: MCNHS**

**Request** to increase the credits for EHS 698 Practicum from 3 to 6. The corresponding change to the Exercise and Health Science MS program is also in governance.

**Description:** The purpose of the graduate practicum is to provide students with a capstone experience in the fields of exercise of health sciences. This experiential course, which can be field- or laboratory-based, and located on site at UMass Boston or off-campus, provides

an opportunity for students to apply relevant clinical, communications and management skills. The practicum is designed to support students' translation of knowledge acquired in prior EHS courses to actual skill-based practice. In close consultation with the course instructor and major advisor, the student is placed in an EHS department-approved site to complete a minimum of 100 hours of experience. In addition, the student attends a class meeting once per month. The classroom meetings provide a forum for students to reflect on and assess their practicum learning experiences with their course instructor and peers. Discussion extends beyond the student's skill practicum experience to include on-going evaluation or re-evaluation of career goals.

**Rationale:** Currently the EHS MS requires 3 credits for EHS 698 Practicum, which serves as a capstone experience for master's students, allowing them to apply theoretical knowledge in real-world, practical and hands-on settings. This course bridges academic learning with professional practice by integrating clinical, laboratory, research, and professional development experiences tailored to each student's career goals. This proposal will increase the credits from 3 to 6 credits. Adding more credit hours to EHS 698 will allow MS students in the nonthesis option to spend more hours (200 vs. 100 hours) at their practicum sites to gain more hands-on experience and acquire necessary practical skills, which will prepare them better to enter into the health field (e.g., exercise physiologist, worksite wellness director).

#### **Motion #7**

**From: MCNHS**

**Request for a program change,** to modify the curriculum of the MS in Exercise and Health Sciences as follows:

- 1) increase the credits for EHS 698 Practicum from 3 to 6 (in governance).
- 2) to change the concentration-specific course requirement from two designated courses to any three courses from the list of concentration-specific courses.
- 3) change EHS 655 (Advanced Physical Activity and Health) from core course to PAHP concentration-specific elective.
- 4) change EHS 650 (Obesity and Weight Management) from required course for non-thesis option to concentration-specific elective.
- 5) change of EHS 685 course name from Applied Exercise Physiology to Advanced Exercise Physiology (in governance).

**Rationale:** The MS in EHS has two concentrations (Applied Exercise Physiology and Physical Activity and Health Promotion).

Students in the non-thesis option have the strong need and desire to gain more practicum experience. Currently the MS requires 3 credits of Practicum. The proposal will increase the credits from 3 to 6 credits. Adding more credit hours to EHS 698 will allow



students to spend more hours (200 vs. 100 hours) at their practicum sites to gain more hands-on experience and acquire necessary practical skills.

The current requirement for concentration-specific courses is rigid and does not cover all the interests of students. Students would like to learn more in-depth knowledge in their respective concentration. With this proposal, students will have more opportunity to take some EHS 700 level courses. This would also allow the department to offer the EHS 700 level courses to both MS and PhD students with a reduced risk of low enrollment.

## **Appendix C**

### **Curriculog Working Group Faculty Council Motion for May 2025 meeting**

In April 2022, the previous iteration of the Curriculog Working Group, working closely with the Faculty Council Academic Affairs Committee, made a recommendation to Faculty Council regarding a change to the workflow for proposals for new undergraduate programs. This motion proposed adding review by the Faculty Council's Budget and Long Range Planning (BLRP) Committee to proposals for new undergraduate programs. The rationale for this motion at the time was that the BLRP Committee already reviews proposals for new graduate programs, so this recommendation would create parity between undergraduate and graduate programs, as well as ensure faculty input into budgetary issues related to all new program development. This motion was passed unanimously at the May 2022 Faculty Council meeting.

Since this motion was passed, however, we have learned that adding the BLRP Committee as an additional level in the workflow is out of step with the principles that guide Faculty Council. While the original motion was intended to help faculty ensure that they had the financial support necessary for the success of new programs, because of the way that approval processes are structured on the digital Curriculog platform and because the BLRP reports to faculty council, the change, in effect, gives Faculty Council the ability to veto new undergraduate programs. This is a violation of the Constitution of the Faculty Council, which states that, "The colleges and schools shall have jurisdiction over their own undergraduate programs. The Faculty Council shall have jurisdiction over matters of educational policy that have Campus-wide effect or that require coordination between colleges, schools, or programs." To fix this error, the newly constituted Curriculog Working Group requests that Faculty Council approve the following recommendation:

- Remove review by the Faculty Council's Budget and Long Range Planning (BLRP) Committee (and thus Faculty Council) from the workflow for proposals for new undergraduate programs
- Rationale: The addition of BLRP Committee and Faculty Council violates the Faculty Council Constitution, which states that Faculty Council does not have jurisdiction over undergraduate programs

## **Appendix D**

### **Statement in Support of the Core Mission and Shared Values of Higher Education in the United States of America**

Private and public higher education institutions in the United States have for over three centuries contributed to the public good, and the nation's global leadership position, through the advancement and sharing of knowledge, and by providing pathways for workforce development.

Research funding in universities is judiciously used to drive innovation, providing an exceptional return on investment that advances economic growth, health and well-being, scientific breakthroughs, national security, and cultural and civic development. Academic research and scholarly expertise are also vital to excellent teaching and training, ensuring that the U.S. workforce of the future remains globally competitive.

Higher education in the United States continuously sets standards for international excellence and attracts students and colleagues from all over the world. The contributions of international scholars, staff, and students to U.S. higher education are integral to its leadership position.

U.S. higher education's global excellence and public impact require working and learning environments that ensure opportunities for all. Initiatives that reduce discrimination are part of that imperative.

As recent challenges to funding and programming threaten to dismantle the core values and mission of higher education, at great detriment to the public at large and the U.S.'s international reputation, the undersigned faculty governance bodies affirm the following:<sup>1</sup>

1. Public and private universities serve the public good and contribute to the U.S.'s national and global excellence, through teaching, research, and service.
2. Cuts to research funding in higher education will undermine scientific innovation, health, societal progress, and the U.S.'s leadership position, with long-lasting detrimental impacts.
3. Academic scholarship and research, through peer review and professional accreditation, lead to evidence-based expertise, not partisan viewpoints.
4. We support academic freedom and free speech, and those who exercise their rights thereto, citizens and non-citizens alike.
5. We oppose the targeted harassment of faculty members for their expertise.
6. We support the First Amendment of the U.S. Constitution which guarantees the right of people to peaceably assemble. All community members who engage in peaceful assembly, regardless of viewpoint or citizenship status, should have the opportunity to do so without retaliation.
7. We agree with the Department of Education that discrimination based on race, color, or national origin (Title VI), sex (Title IX), and disability (ADA) is reprehensible, affirming our legal and moral obligation as educational institutions not to discriminate based on these or other identifying characteristics. Initiatives that help to reduce such discrimination, when grounded in best practice, increase opportunities and ensure real meritocracy for all.
8. We affirm the essential role of transparent and collaborative shared governance in maintaining the integrity of our universities, and commit to its continued strengthening.

9. Lastly, we call upon faculty, students, staff, alumni, and community partners of our universities to unite in support of the core mission, values, and academic freedoms of higher education in the U.S.

<sup>1</sup> This resolution was written collaboratively by faculty governance leaders at universities in the Big Ten Academic Alliance. It does not belong to the Big Ten or any member institution, and is open for any faculty governance body to [endorse](#). It was inspired by the 2/19/25 [resolution](#) passed by the Faculty Senate of the University of Virginia, “Resolution on External Challenges to Faculty Roles and Responsibilities.”