



Faculty Council Meeting
Monday, May 5, 2025, 1:00-3:00 PM
Chancellor's Conference Room
Third Floor, Quinn Administration Building
<https://www.umb.edu/faculty-staff/faculty-council/>

Agenda

Supporting documents may be found in the Orange May 2025 Meeting Documents folder: 1) 2024-2025 Meeting Documents
To access these documents, you must be signed into your UMB account.

I. Motion to approve the Agenda

II. Motion to approve the April 7 Meeting Minutes

III. Rereading of motion passed on April 7 2025 ("A second reading at a subsequent meeting is necessary for all motions whose wording did not appear on the agenda of the meeting at which it received first approval, and for any motion whose wording is substantially amended from that presented in the agenda" per Bylaw 7C of the UMass Boston Faculty Council Bylaws: Amended and Approved by the Faculty Council on December 4, 2023).

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.

IV. Motions from the General Education Committee (**See Appendix A below**)

V. Motions from the Graduate Studies Committee (**See Appendix B below**)

VI. 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 C 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.

VII. 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.

VIII. Discussion of previously circulated reports from administrators:

- Chancellor - Marcelo Suárez-Orozco
- Provost and Vice Chancellor for Academic Affairs – Joseph Berger
- Vice Chancellor for Administration & Finance – Kathleen Kirleis

IX. Discussion of previously circulated reports from student government:

- Representatives from the Graduate Student Government

X. New Business

XI. Welcome incoming members, thank outgoing members (“Elections to the Council shall take place in the spring semester for newly-elected Council members to take office at the adjournment of the first May Council meeting” per Article 3, Section A of the UMass Boston Faculty Council Bylaws: Amended and Approved by the Faculty Council on December 4, 2023.).
(See **updated Faculty Council Membership posted in the May 2026 Meeting Documents folder**).

XII. Motion to Adjourn

Appendix A

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 non-thesis 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

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:¹

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.

¹ 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."