Agenda

Supporting documents may be found in the red September Meeting Documents folder: 2025-2026 Faculty Council Meeting Documents (To access these documents, you must be signed into your UMB account)

I. Motion to approve or ammend the agenda

II. Motion to approve the May 5, 20205 Meeting Minutes

III. Motions from the Graduate Studies Committee (see Appendix A)

IV. Motion concerning changes proposed by the Administration to the School for the Environment (see Appendix B)

V. Recap of May 12, 2025 Open meeting: Per Article 4.A. of the UMass Boston Faculty Council Bylaws (Amended and Approved by the Faculty Council on December 4, 2023) "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." "Open meetings" have no agenda and are for faculty only.

1. Buyout Rate

Motion: that the Faculty Council Research Committee investigate the effect of the 10% buyout rate (plus benefits) and report back to Faculty Council whether this rate may be too great a burden on faculty and, if needed, propose recommendations.

Background: Although the Faculty Council Research Committee recommended a maximum 10% buyout rate, the Provost has implemented a uniform 10% buyout rate (not a maximum) plus benefits (of around 40%). This rate appears to be a burden for some departments to raise such funds, and some have reported ceasing efforts to raise grants as a result. In addition, this amount appears to be far above the replacement rate. The Research Committee would help Faculty Council by investigating the extent to which this is true and, if it is, where the extra funds are going. The Research Committee would also recommend changes in the buyout rate, if needed.

2. Need for comprehensive Fall report from Administration re. the impacts of executive orders and federal funding on our campus.

3. Strengthening the Standing Committees of the Faculty Council: Strategies for better using the experiences and expertise of the faculty on our standing committees.

> Article 10A of Bylaws:
> Committees shall meet at least once each semester, and
> 1. Annually elect Committee Chairs or Co-Chairs during their first meeting and report the
> results to the Executive Committee. Chairs must be voting members of their respective Committees.
> 2. Convey requests from administration to the Council Executive Committee in a timely
> fashion.

3. Record minutes of each meeting and distribute them to committee members and the
Executive Committee in a timely fashion.
4. Prepare and submit an annual report by August 31, which must include a full account of
any action taken on behalf of the Council.

Suggestions: Each Faculty Council meeting, one standing committee representative summarizes their recent activities, agenda for the year, concerns, needs. This could be done at our "if needed" continuation meetings.

4) Modification to P/F option. The grade that appears on the transcript is a P or a letter grade if the letter grade is higher than the student's cumulative GPA. Reported that this has been the policy at UMass Amherst for 30 years.

5) Africana Studies: Need for greater transparency re. funding. What is the evidence that it has received more funding than any other department in the past 3 years? Can BLRP investigate?

6) Inclusive design, no building connections in the absence of catwalks, transport

7) Meetings – move towards requirement that all Faculty Council members read the 3 Administrative reports prior to the meeting and come with focused questions to have more of a discussion than presentation. Request that if one of the administrators is unable to attend, they send a representative.

8) No covered shelter at Bayside.

9) Moving forward with a campus wide faculty satisfaction survey.

10) PMYR of administrators

11) Website: Still many problems, glitches, missing information (e.g. all photos of faculty gone). Can Academic Technology Committee follow-up?

VI) Discussion of previously circulated reports from union representatives:

- Classified Staff University Representative - Alexa MacPherson, CSU President
- Professional Staff Union Representative - Michael Mahan
- Faculty Staff Union Representative - Caroline Coscia, FSU President
- Representatives from the Graduate Employee Organization – Jonathan Vega Martinez

VII) 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

VIII) New Business. Have there been changes in graduate assistantship tuition waivers, health insurance, number of assistantships beginning this semester?

IX) Motion to Adjourn

Appendix A

GSC Motions for September 8, 2025 FC Meeting

All materials available for review on Curriculog

Motion #1

From: CLA

Request for a course change, to change the title of APLING 614 from Foundations of Bilingual/Multicultural Education to Foundations of Bilingual Education, and to change the description.

Old description: This course is designed to expose students to issues pertaining to the historical, philosophical, legal, and theoretical foundations of bilingualism, and bilingual/multilingual education. Through the study of pertinent literature, students will develop a theoretical and philosophical framework that will enable them to better understand language policies and the politics of diversity and multiculturalism, and their implications for education in the United States and worldwide.

New description: This course exposes students to issues pertaining to the historical, philosophical, legal, and theoretical foundations of bilingual/multilingual education, mainly in the United States but also on the international scene. Through the study of pertinent literature, students develop a theoretical and philosophical framework that enables them to better understand language policies and the politics of diversity and multiculturalism, and their implications for education policy and instruction for multilingual students.

Rationale: The course title and description have been updated to reflect current frameworks for bilingual education, which render the word "multicultural" in the previous title redundant. All current models for bilingual education programs, curricula, and pedagogies include the development of intercultural competence as a central tenet. The new title more accurately describes the current content covered, which includes a focus on US educational contexts but also addresses bilingual education models in other parts of the world.

Motion #2

From: CLA

Request for a course change, to change the title of APLING 673 from Reading in the Bilingual/English as a Second Language (ESL) Classroom to Theories and Approaches to Teaching Reading in the Multilingual Classroom, and to change the description.

Old description: This course is designed to expose students to current debates over various perception of what constitutes literacy, especially in regard to education English language learners (ELLs). Class participants will critically analyze reading theories and research in reference to bilingual and ESL reading practices. As part of this overview, participants will analyze a number of reading approaches and methods, including sociocultural and psycholinguistic orientations toward literacy development, bilingualism, and second language reading development. The course will also examine informal language, literacy assessment of ELLS, and current implementation of the Massachusetts state-defined English language arts framework and ESL standards. Finally, participants will study and evaluate current L2 reading instructional and informal assessment methodologies and strategies in light of current research and theory.

New description: This course introduces students to the nature of reading and how first and second language reading differ, through research on second language reading development and instruction. Students will explore principles of teaching second language reading, evidence-based teaching ideas, and ways of assessing reading development. They will examine pedagogical practices of second language reading development, challenges involved, and principled decision-making to promote reading development. Students will explore their own reading development trajectories, research an issue in second language reading and pedagogy, and develop either lesson/curricular plans or action research plans for second language reading contexts.

Rationale: APLING faculty revised the title and description to better reflect the content that is currently taught in the course and the number of classroom contexts to which the course content applies. This course is intended for practicing and prospective teachers in ESL, dual language (bilingual), and world (foreign) language classrooms alike. The description was edited for clarity and conciseness and to reflect the state of current research in the field, and to emphasize that the focus of the course is not only on the science of how students learn to read in an additional language (as reflected in the previous title), but also how teachers can develop effective pedagogical strategies to promote second language reading development.

Motion #3

From: CLA

Request for a course change, to change the title of APLING 685 from Bilingual/ESL Classroom to Language Learning and Technology and to change the description.

Old description: This course is designed to address the need for the integration of the Internet in the language classroom, whether in the form of web-enhanced or web-based lessons. Special focus is placed on the ways the Internet can be used to enrich, enhance, and deliver lesson plans that successfully address language goals and the needs of second language learners. Students taking this course gain competence in effectively browsing the web, integrating Web resources for educational resources, and thoughtfully using technology and the Internet to plan classroom activities. Issues such as the digital divide, acceptable use policies, copyright, quality assurance, and content validity are addressed with the aim of developing a theoretical framework and thinking about the Internet critically.

New description: This course provides an introduction to Computer-Assisted Language Learning, focusing on the integration of technology into language teaching and learning. The course covers theoretical frameworks, practical applications, and emerging trends in the field. Students will explore tools such as multimedia resources, virtual worlds, language learning software, and online platforms, while also examining technology-enhanced teaching and learning approaches and best practices. Through hands-on activities and critical analysis, students will develop the skills needed to design effective, technology-enhanced language learning experiences.

Rationale: The previous title was missing a portion of the title indicating the course's focus on the use of digital technology in language learning. The words "bilingual/ESL" were removed to better represent the variety of language classrooms that the course material can be applied to, which includes world language classrooms in addition to bilingual and ESL classrooms. The course description was updated to reflect recent technological innovations, empirical research, and ongoing advances related to the use of new digital tools and technologies in language learning.

Motion #4

From: MGS

Request for a course change, to remove the pre-requisite of CONRES 621 from CONRES 626 Advanced Intervention (Issues in Conflict Resolution Practice).

Description: This course applies the principles of conflict resolution interventions to particular contexts. The specific course context changes from semester to semester. Please contact the Conflict Resolution program for current course information.

Rationale: When materials were submitted to change the name of CONRES 626 from Advanced Intervention to Issues in Conflict Resolution Practice (went through governance in Oct. 2024), the pre-requisite remaining from how the class was previously taught was not removed. The course has shifted over the years from a Capstone-like course for students finishing their MA to a rotating topics class that all students in the Conflict Resolution program can take. Since the course material no longer requires previous knowledge of material covered in the pre-requisite class, it's requested that this pre-requisite be removed.

Motion #5

From: CLA

Request for a new course, GREEK 660 History of Greek Literature, that will be an important addition to the Greek/Latin Track in the Latin & Classical Humanities MA.

Description: A survey of the major authors and genres of Greek literature from the archaic period to the empire. Readings in Greek will help students appreciate the differences of style among the authors.

Rationale: The Greek/Latin Track of the master's program has operated for years with a "History of Latin Literature" course because of the Latin focus of the other tracks. Greek/Latin Track students have taken courses on individual Greek authors and genres, but no attempt was made in the classroom to give a comprehensive overview of Greek literature. This survey course will help them fill the gaps in their knowledge in a careful way and assist them in preparing for general exams.

Appendix B

Motion concerning changes proposed by the Administration to the School for the Environment

WHEREAS the University of Massachusetts Board of Trustees Statement of University Governance (Doc. T73-098, as amended) states that "The faculty will have primary responsibility for matters of faculty status, such as appointments, reappointments, promotions, tenure, and salary adjustments."

WHEREAS Article 3.1 of the Redbook (made available by the FSU here: https://www.fsu.umb.edu/sites/fsu.umb.edu/files/redbook.pdf) states: "The faculty has primary responsibility in matters of faculty status, such as appointments, reappointments, promotions, tenure and salary adjustments. The faculty also has primary responsibility in matters of faculty and academic matters, and shall, whenever appropriate, relate the two in making personnel recommendations. The faculty shall exercise its primary responsibility as follows… At the department level, the faculty shall establish, subject to campus policy and governance procedures, the procedure for the exercise of primary responsibility in academic matters. The procedure shall be designed to assure that departmental faculty participate, through a personnel committee or such other committee as may be agreed upon, in the discharge of their primary responsibility."

WHEREAS the School for the Environment has specified such procedures in the School for the Environment Faculty Bylaws, including, but not limited to: "Proposals to create or make major changes in the program structure of the School may be initiated by the faculty or by the Dean and *submitted to the faculty for a vote"* [emphasis added].

WHEREAS the Redbook further states: "Primary responsibility' – As defined in Trustee Document T73-098, is the capacity to initiate recommendations, after appropriate consultation, which will be overruled only by written reasons stated in detail. Faculty's primary responsibility is the capacity of the faculty to initiate recommendations in academic matters and in matters of faculty status."

WHEREAS the Faculty Council Constitution, approved by the Board of Trustees, states that the Faculty Council is empowered "To review and make recommendations regarding the planning and development of the Campus, *especially in the creation of new units and colleges and in substantial changes to existing units*" [emphasis added].

BE IT MOVED that Administration present to the Faculty Council: 1) a comprehensive overview of the proposed creation of a new Department within the School for the Environment and search for a Chair of the proposed Department; 2) the rational for these changes and 3) clear plans to respect Faculty Governance, including the Faculty Council Constitution, the Redbook and the School for the Environment Faculty Bylaws, throughout the process.