



Faculty Council Meeting  
Monday April 6, 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 April Meeting Documents Folder here: [2025-2026 Faculty Council Meeting Documents](#) (To access these documents, you must be signed into your UMB account.)

I. Motion to approve or amend the Agenda

II. Motion to approve the March 2026 Meeting Minutes

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

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

V. Rereading of motion passed at March 2, 2026 meeting:

Motion concerning requests from Human Relations that faculty re-file I-9 form

Whereas, faculty and staff have been asked to re-file I-9 forms, proof of eligibility to work in the United States of America;

Whereas, faculty and staff already filed I-9 forms at the moment of hire;

Whereas, faculty and staff are concerned they are being targeted for their immigration status;

Whereas, faculty and staff are concerned about how their personal data is being handled (stored); and

Whereas, Human Resources has not responded to requests for information; be it

RESOLVED that administration provide Faculty Council and the university community with a transparent and comprehensive explanation of why this request is being made and how the personal data, including I-9 forms, are being stored, protected and/or shared.

VI. Motion concerning the Accelerated Master's Program (Marlene Kim and Harry Konstantinidis) (**See Appendix C below**)

Whereas, UMass Boston has twenty Accelerated Master's Programs (AMP) that provide access to graduate education for UMass Boston undergraduate students who are able to complete both a master's degree and bachelor's degree within 5 years;

Whereas, AMP students were able to replace ("double count") up to 18 undergraduate elective credits with graduate coursework; however,

Whereas, a February 3 memo by the Provost limits the "double-counting" of UMass Boston credits to as few as 6 undergraduate credits beginning Spring 2027;

Whereas UMass Boston's R1 Carnegie classification was in part due to high access; but

Whereas, this policy change diminishes access to graduate education for UMass Boston students and threatens the viability of AMPs;

RESOLVED that UMass Boston pause implementing this change, and the Provost's Office and Office of Graduate Studies consult with GPDs of affected Master's programs, chairs of affected departments, and with Faculty Council, so that any new policies avoid adverse effects on students and programs.

VII. Motion to retroactively formalize the establishment of an *Ad Hoc* Committee (Kate Archard and Marlene Kim)

RESOLVED: The creation of the following *Ad Hoc* Committee:

Name: Faculty Council Working Group on the Provost's Five Year Performance Evaluation

Charge: To collect data for the Provost's Five Year Performance Evaluation, soliciting input from all faculty on performance criteria per the Board of Trustees and UMB Human Resources; To write a narrative report, in consultation with the Faculty Council Executive Committee, to submit to the Vice Chancellor of Human Resources.

Members: Kathryn Archard (CM, FC), Steven Jackson (CSM), Maxim Olchanyi (CSM, Chair of CSM Senate), Jeffrey Stokes (MCNHS, FC Executive Committee), Zong-Guo Xia (SFE), Marlene Kim, 3/3-3/26 (CLA, FC).

Expected duration: 3/9/26-5/15/26

*Per The Faculty Council Bylaws: "New Ad Hoc Committees are established via a motion which must include:*

- a. Name, charge, size, and expected duration,*
- b. Whether and how members are elected or appointed, and*
- c. Dates by which the committee is expected to present a progress or final report.*

*3. Ad Hoc Committees are dissolved either by*

- a. A Council vote, or*
- b. Automatically, on the first August 31 that occurs after the date of submission of their final report, unless the Council votes to renew the Committee"*

VIII. Motion to nominate the following faculty to the Faculty Climate Survey Working Group. (See **Appendix D** for the Provost's full description of the working group and Faculty Council's original motion).

Whereas, the "Faculty Climate Survey Working Group to guide the design and rollout of the initial survey. This group will include three faculty members selected in consultation with Faculty Council leadership, a representative from the Office of Assessment and Planning, and two representatives from Academic Affairs."

Whereas, "The working group will be charged with:

- Reviewing vendor options
- Advising on survey domains and item selection
- Identifying appropriate internal items for inclusion
- Ensuring alignment with governance priorities
- Reviewing draft reports and helping shape dissemination."

RESOLVED: The Faculty Council recommends Professor Rosalyn Negron (CLA), Professor Maxim Olchanyi (CSM) and Associate Professor Jeffrey Stokes (MCHNS) serve as faculty representatives to the Faculty Climate Survey Working Group

IX. Motion to request survey items be included on Campus Climate Survey (Marlene Kim (Faculty Council), Maxim Olchanyi (CSM Senate Chair), Chris Barcelos (CLA Senate Chair), Tongjian You (MCNHS Senate Interim Chair)

Whereas, the Satisfaction Survey will be conducted by an outside vendor; and

Whereas, input from faculty is important for the questions asked; and

Whereas, dissemination of the results is important as well;

RESOLVED that the following questions be included on this survey; and

FURTHER RESOLVED that the survey results pertaining to these questions be disseminated campus-wide, with each question addressed individually.

Please rate your overall satisfaction with the following aspects of your experience at UMass Boston:

4. college leadership

(a) Satisfied; (b) Neutral; (c) Dissatisfied

5. university leadership

(a) Satisfied; (b) Neutral; (c) Dissatisfied

Please rate the degree of your agreement with the following statements:

3. I feel valued by the college administrators  
(a) Agree; (b) Neither agree nor disagree; (c) Disagree

4. I feel valued by the university administrators  
(a) Agree; (b) Neither agree nor disagree; (c) Disagree

Please rate the degree of your agreement with the following statements:

2. The office of the Dean supports shared governance  
(a) Agree; (b) Neither agree nor disagree; (c) Disagree

3. The office of the Provost supports shared governance  
(a) Agree; (b) Neither agree nor disagree; (c) Disagree

X. 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

XI. 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

XII. Discussion of previously circulated reports from student government:

- Representatives from the Graduate Student Government
- Representatives from the Undergraduate Student Government – Julia Olszewski, Vice President

XIII. New Business

XIV. Motion to Adjourn

## **Appendix A**

Moved: That Women's, Gender, and Sexuality Studies 250, Global LGBTQ+ Activism, be approved for the World Cultures Distribution.

WISER Course Description:

This course explores LGBTQ+ activism in a variety of contexts around the globe through an intersectional feminist lens. We will explore activist campaigns that strive for access, visibility, resources and self-determination.

We will interpret a range of diverse contexts under which movements emerge, grow, thrive, and fade. And we will shine a light on how movements frame their issues, forge and sustain their collective identities, utilize space, emotions, strategies and tactics to effect change and bridge to or chafe against related movements.

The course invites students to understand the historical, sociocultural, political and experiential specificities and differences of LGBTQ+ activism in varied geographic locations while identifying transnational points of connection in approach, struggles, triumphs and lessons learned.

Guest visits from activists and activist-scholars and films and podcasts will animate and deepen our discussions

Informed by the assigned materials, students will focus their attention on a particular LGBTQ+ movement of their choosing and produce an informed analysis of its work.

General Education Capabilities: Critical Reading and Analysis and Effective Communication (Writing).

## Appendix B

GSC Motions for April 6, 2026 FC Meeting  
All materials available for review on Curriculog

### Motion #1

**From: CEHD**

**Request for a program change** to the Global Inclusion and Social Development MA. This proposal is to ensure that updates to courses and the plan of study that were previously approved through governance, but not linked up to the graduate catalog, will be incorporated into the catalog, and to update the list of concentration options, fix a typo in the catalog, and make changes to the admissions process. Another course update is in progress (GISD 605 is going through a superficial change in governance to align with a new description of the United Nations' goals).

**The previously approved changes are:** GISD 606 replaced with GISD 602 for core coursework, GISD 801 and 802 no longer offered; GISD 803 and 804 now required; students now select 2 of the 6 courses that are part of GISD's core elective series (formerly 3 were required), and capstone is now completed (typically) in the required GISD 804 capstone seminar.

**New changes:** 1) In the list of concentration options, the former TCCS (transnational, cultural, and community studies) program will now be the CECS (critical ethnic and community studies) program 2) The typo in the catalog referring to the program as 39 credits should be 36 3) Updates to the admissions requirements are proposed: an interview will not be required for GISD MA applicants, and the GRE will no longer be used in the admissions process.

**Rationale:** These changes are to correct and update the program description and requirements in the graduate catalog.

### Motion #2

**From: CLA**

**Request for a course change:** to change the number of credits for PSYCLN 698 Master's Research from a fixed 3 to a variable 1-9 credits per semester.

**Description:** Students are given individual supervision in research by a member of the psychology department faculty or faculty in related fields and attend a master's research seminar. Each student is helped to design and carry out an original master's thesis using an appropriate methodology.

**Rationale:** Sometimes students need more flexibility with their master's research credits as there is with dissertation credits. Because students are typically working on their master's thesis across multiple semesters, where they vary in terms of how many classes they are enrolled in, this flexibility would be helpful.

### Motion #3

**From: CLA**

**Request for a course change:** to allow PSYCLN 782 Assessment Practicum II to be completed up to 4 times with a maximum of 16 total credits; currently it can be completed twice for a maximum of 8 total credits. This is an elective assessment practicum course that students may choose to do across multiple years to gain additional assessment experience, while continuing to provide assessment services on campus.

**Description:** This spring practicum course will provide students with a variety of clinical assessment training experiences that meet specific assessment requirements related to internship preparation (e.g., administering assessments, writing integrated assessment reports, providing testing feedback). Students will develop an assessment plan based on client need; conduct psychological, neuropsychological, and/or diagnostic assessments; interpret and integrate assessment findings within

the client's cultural context; provide clinically thoughtful, culturally-sensitive feedback, along with clinical recommendations and referrals; write integrative assessment reports; and learn, understand, and abide by the ethical principles guiding the practice of psychology. Individualized readings will be based on specific assessments being conducted. Group supervision through discussion will focus on consultation and group supervision, including ethical and cultural considerations of assessments.

## Appendix C

**From:** Provost <Provost@umb.edu>

**Sent:** Tuesday, March 17, 2026 4:12 PM

**To:** Abiola A Farinde <Abiola.Farinde@umb.edu>; Alex W Mueller <Alex.Mueller@umb.edu>; Alexander Des Forges <Alex.Desforges@umb.edu>; CarrieAnn Quinn <CarrieAnn.Quinn@umb.edu>; Christian Weller <Christian.Weller@umb.edu>; Christine M Salvucci <Christine.Salvucci@umb.edu>; Christopher B Denning <Christopher.Denning@umb.edu>; Dana Comness <Dana.Comness@umb.edu>; David Areford <David.Areford@umb.edu>; Edward Miller <Edward.Miller@umb.edu>; Elizabeth McCahill <Elizabeth.Mccahill@umb.edu>; Elora Chowdhury <Elora.Chowdhury@umb.edu>; Holly Jackson <Holly.Jackson@umb.edu>; Isabel Gomez <Isabel.Gomez@umb.edu>; Jason Evans <Jason.Evans@umb.edu>; Jason Von Ehrenkrook <Jason.VonEhrenkrook@umb.edu>; Joel Fish <Joel.Fish@umb.edu>; Joyce K Edmonds I <Joyce.EdmondsI@umb.edu>; Laura Bozeman <Laura.Bozeman@umb.edu>; Laurel Wainwright <Laurel.Wainwright@umb.edu>; Luis E Santiago <Luis.Santiago@umb.edu>; Matthew Bell <Matthew.Bell@umb.edu>; Michael Carr <Michael.Carr@umb.edu>; Mohsin Habib <Mohsin.Habib@umb.edu>; Nurit Haspel <Nurit.Haspel@umb.edu>; Panagiota Gounari <Panagiota.Gounari@umb.edu>; Patricia A Janulewicz <Patricia.Janulewicz@umb.edu>; Patrick Clarkin <Patrick.Clarkin@umb.edu>; Paul Kowert <Paul.Kowert@umb.edu>; Peng Xu <Peng.Xu@umb.edu>; Rachel Skvirsky <Rachel.Skvirsky@umb.edu>; Rahul Kulkarni <Rahul.Kulkarni@umb.edu>; Raymond Liu <Raymond.Liu@umb.edu>; Reef Younggreen <Reef.Younggreen@umb.edu>; Samuel Barkin <Samuel.Barkin@umb.edu>; Sana Haroon <Sana.Haroon@umb.edu>; Sharon Lamb <Sharon.Lamb@umb.edu>; SunYoung Park <SunYoung.Park@umb.edu>; Surjit Tinaikar <Surjit.Tinaikar@umb.edu>; Yumiko Inukai <Yumiko.Inukai@umb.edu>; Amy Cook <Amy.Cook@umb.edu>; Andrew Perumal <Andrew.Perumal@umb.edu>; Apurva Mehta <Apurva.Mehta@umb.edu>; Bala Sundaram <Bala.Sundaram@umb.edu>; Bo Fernhall <Bo.Fernhall@umb.edu>; Carol S Thornber <Carol.Thornber@umb.edu>; Denise McNair <Denise.McNair@umb.edu>; Hazel L Sive <Hazel.Sive@umb.edu>; Jeanmarie Spinetti <Jeanmarie.Spinetti@umb.edu>; Joseph B Berger <Joseph.Berger@umb.edu>; Leonard Von Morze <Leonard.VonMorze@umb.edu>; Mya M Mangawang <Mya.Mangawang@umb.edu>; Pratima Prasad <Pratima.Prasad@umb.edu>; Rajini Srikanth <Rajini.Srikanth@umb.edu>; Sarah Bartlett <Sarah.Bartlett@umb.edu>; Stephanie R Walker <Stephanie.Walker@umb.edu>; Susan Gauss <Susan.Gauss@umb.edu>; Tara Parker <Tara.Parker@umb.edu>; Tina Chang <Tina.Chang@umb.edu>; Tracy Baynard <Tracy.Baynard@umb.edu>; Venky Venkatachalam <Venky.Venkatachalam@umb.edu>

**Subject:** Updated Accelerated Master's Program Credit Limits and Form W

Dear Deans and Department Chairs,

Since disseminating updated Accelerated Master's Program (AMP) guidelines and as faculty have provided feedback, I am updating the AMP double-counting credit limits to provide as much flexibility as possible while ensuring alignment with academic program policy provided by the President's Office. All prior information concerning AMP guidelines described in the previous memos dated [February 3, 2026](#), and [September 16, 2025](#), remain in effect with the following updates to double-counting credit limits.

As described in the previous memos, AMPs provide a pathway for UMass Boston undergraduates to earn a bachelor's and master's degree in as little as five years. To do so, students complete approved graduate courses during their undergraduate coursework, whereby students can transfer up to a maximum of 18 graduate course credits, depending on the program, and double count up to a maximum of 12 credits to reflect the graduate coursework successfully completed as an undergraduate,

reducing the total number of courses required to complete the master’s degree. The number of credits allowed for double counting has been updated and described in the following table.

	Credits in accelerated master’s program												
	30	31	32	33	34	35	36	37	38	39	40	41	42+
Amount allowed for double counting	6	6-7	6-8	9	9-10	9-11	12	12	12	12	12	12	12
Max amount allowed in transfer (total Grad credits taken as UG including double counting)	12	12	12	12	12	12	12	12	12	12	12	12	18

Via the AMP pathway, master’s programs requiring 30-36 credits can be completed in a total of 144 combined credits, rather than the 150-156 credits if the two degrees were completed separately. Students can also transfer additional graduate credits taken as an undergraduate toward the master’s degree. The following definitions provide guidance on double counting and transfer credits for the AMP. (Please refer to the [AMP Updated Form W](#) for new AMP proposals.)

**Double Counting:** Specific graduate course credits taken as an undergraduate apply toward the 120-credit bachelor’s degree and reduce the total number of credits required for the master’s degree later. These graduate credits replace undergraduate electives and are “double counted,” meaning they satisfy requirements for both the bachelor’s degree and the subsequent master’s degree. Students may take graduate courses that count toward the master’s degree while completing the bachelor’s degree, with the limitations noted in the table above on how many credits can be double counted.

**Transfer Credits:** Additional credits beyond those double counted can be taken toward students’ master’s degree provided these credits are not used for the bachelor’s degree. Therefore, undergraduate students can complete greater than 120 credits at the graduate level and transfer these credits toward the subsequent master’s degree. Up to 12 graduate-level credits can be transferred or double counted for master’s programs requiring 41 or fewer total credits. Up to 12 graduate-level credits can be double counted and an additional 6 graduate-level credits can be transferred for master’s programs requiring 42 or greater total credits.

We recognize that colleges and departments have needed time to review and align existing programs to ensure full implementation by the start of the Spring 2027 semester and appreciate your partnership in this effort. We continue to closely collaborate with the Office Graduate Studies, Enrollment Management, Financial Aid, and the Registrar’s and are pleased to provide support in assisting with program alignment and implementation.

Thank you for your continued collaboration in advancing student success at UMass Boston.

## Appendix D

From Minutes for Monday, October 6, 2025, 1:00 – 3:00 pm

### V. Motion regarding campus-wide faculty satisfaction survey

Motion to recommend that administration and leaders of faculty governance bodies work together to conduct a periodic campus wide faculty satisfaction survey to be administered during the period of responsibility with results shared *with faculty governing bodies* by the end of 2026. The Faculty Council recommends administration contracts with the Harvard Graduate School of Education’s Collaborative on Academic Careers in Higher Education (COACHE) (Faculty Job Satisfaction Survey and the Faculty Retention and Exit Survey) or an analogous group for objectivity, consistency and comparative value over time and between institutions.

- Efforts initiated in Spring 2025 to have Faculty Council implement this survey, concerns raised regarding long-term inconsistency due to members’ rotating terms; thus motion calls for Administration to contract a third-party to manage surveys
- Draft survey produced by working committee will be handed off to contracted party
- Amendment: insert “with faculty governing bodies” into end of first sentence

*Amendment Approved – unanimous*  
*Motion Approved, as Amended – unanimous*

## **From Provost’s Update to Faculty Council, March 2, 2026:**

### Faculty Climate Survey

We are continuing active planning to launch a comprehensive Faculty Climate Survey early in the Fall 2026 semester. The purpose of this effort is to establish a rigorous, institution-wide baseline of faculty experiences. The survey will provide actionable data to inform faculty development and support, guide leadership decisions, strengthen shared governance, and guide strategic investments aligned with our institutional priorities.

The original Faculty Council motion recommended that the administration contract with the Harvard Graduate School of Education’s Collaborative on Academic Careers in Higher Education (COACHE) — specifically its Faculty Job Satisfaction Survey and Faculty Retention and Exit Survey — or an analogous organization. The rationale articulated in that motion emphasized:

- Objectivity in administration and analysis
- Consistency in measurement over time
- Comparative value across institutions.

We fully recognize and affirm the importance of these principles. As part of our planning process, we are evaluating COACHE as a potential partner, alongside other established higher education climate survey providers, including Hanover, an already approved vendor with the university. Any selected vendor will need to meet the standards outlined in the Faculty Council’s recommendation: methodological rigor, longitudinal consistency, and robust national benchmarking capacity. We intend to partner with an external firm with demonstrated expertise in higher education climate research. Engaging an external partner provides several critical advantages:

- **Methodological rigor and credibility:** Established vendors bring validated instruments, tested survey constructs, and best practices specific to faculty climate and job satisfaction research.
- **Confidentiality and trust:** External administration enhances perceptions of independence and data protection, which can increase participation and candor.
- **Comparative benchmarking:** Access to peer and aspirant institutional data allows us to contextualize our findings nationally.
- **Longitudinal consistency:** Standardized instruments allow replication over multiple cycles to assess trends over time.
- **Cost-effective deployment:** Vendors provide turnkey survey administration, analytics, and reporting infrastructure. In addition to utilizing a validated national instrument (such as COACHE or its equivalent), we will incorporate selected items from previous surveys conducted within the College of Liberal Arts (CLA) and the College of Science and Mathematics (CSM) along with a few other items that are specific to UMass Boston. This approach ensures continuity with prior faculty engagement efforts and respect for faculty investment in earlier assessment processes. These legacy items will be carefully reviewed and aligned with validated constructs to ensure methodological coherence while preserving longitudinal comparability.

I wish to emphasize that a central goal of this initiative is to establish a survey model that is (a) generalizable across similar public research and high-access institutions, and (b) replicable over time at UMass Boston. To achieve this, we will maintain a stable core of validated items that align with national higher education climate survey standards. Our intent is to administer the survey on a recurring cycle (e.g. every 3 years), thereby creating a durable baseline and enabling meaningful trend analysis.

Consistent with our commitment to shared governance, we will convene a Faculty Climate Survey Working Group to guide the design and rollout of the initial survey. This group will include three faculty members selected in consultation with Faculty Council leadership, a representative from the Office of Assessment and Planning, and two representatives from Academic Affairs.

The working group will be charged with:

- Reviewing vendor options
- Advising on survey domains and item selection
- Identifying appropriate internal items for inclusion

- Ensuring alignment with governance priorities
- Reviewing draft reports and helping shape dissemination.

Institution-wide results will be shared, with college-level summaries where feasible, and thematic analyses of key findings will be identified so that they can inform future faculty support and development aligned our shared campus strategic priorities.