



Faculty Council Meeting
Monday, May 4, 2026, 1:00-3:00 PM
Chancellor's Conference Room
Third Floor, Quinn Administration Building
<https://www.umb.edu/faculty-staff/faculty-council/>

Agenda (amended 5/4/26)

Supporting documents may be found in the May 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 April Meeting Minutes

III. Motion to recommend candidates for the degree of Bachelor of Arts or Bachelor of Science

Be it moved that faculties recommend to the President and the Board of Trustees that the listed students and any additional candidates who upon completion of all requirements for graduation and the maintenance of good standing be awarded the degree of Bachelor of Arts or Bachelor of Science.

IV. Motion to recommend candidates for the Graduate degrees

Be it moved that faculties recommend to the President and the Board of Trustees that the listed students and any additional candidates who upon completion of all requirements for graduation and the maintenance of good standing be awarded the degree of Master of Arts, Master of Fine Arts, Master of Science, Master of Education, Master of Business Administration, Master of Public Administration, Master of Public Policy, Doctor of Philosophy, Doctor of Education, Doctor of Nursing Practice, Certificate of Advanced Graduate Study, Post-Master's Certificate, Educational Specialist.

V. Motion to admit to the record the response from Provost Berger and Marie Bowen to "Motion concerning requests from Human Relations that faculty re-file I-9 form," passed on March 2, 2026 (and again on April 6, 2026). (see Appendix A below)

VI. Motions to approve new members of standing committees:

Motion to add Kathryn Archard (Faculty Council) from Management and Serra Acar from Curriculum & Instruction to the Academic Affairs Committee.

Rationale: Both are members of the Open Education Resources (OER) committee. Presently, the OER has no means to contact FC, nor bring any motions to FC.

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

VIII. "Motion to approve the Revised Acceptable Use Policy" (Travis Johnston, Chair of Academic Technology Committee). (Motion was tabled on 2/2/26).

IX. Motion to Allow internship courses from Community Colleges to transfer to UMass Boston as elective credit (Academic Affairs Committee; Invited speakers: Sarah Barlett and/or Karen Delaney (co-Registrars))

Whereas current University policy is that internship courses should not be accepted in transfer from Community Colleges; and

Whereas our major "feeder" Community Colleges, specifically Bunker Hill Community College and Roxbury Community College, have expressed concerns over this policy as many, though not all, of their programs incorporate internships; and

Whereas other institutions are accepting these courses in transfer and we are losing a competitive advantage;

Be it resolved that Faculty Council approves the recommendation of the Academic Affairs Committee that UMass Boston should:

1. Allow internship courses from Community Colleges to transfer to UMass Boston as elective credits and
2. Allow departmental discretion for when such courses can transfer as equivalents.

Rationale (best practices and anticipated outcomes):

After surveying public transfer credit databases from other state institutions, including other UMass four-year institutions, it is found that many institutions are allowing these courses to transfer in for elective credit. In some cases, though not many, they are transferring in as equivalent credit. (review hyperlink document). AACRO (The American Association of Collegiate Registrars and Admissions Officers) recommends institutions allow internships for credit where possible and does not denote a reason that we should not accept these courses. See Guide to Best Practices: Awarding Transfer and Prior Learning Credit posted in the Motions & Supporting Documents subfolder in the May Meeting Documents Folder.

The proposed change will help in maintaining positive relationships with key community college partners such as BHCC and RCC – especially as we pursue another joint admissions agreement with RCC. The MassTransfer (Articulation) program includes pathways that are both linked and mapped where we must guarantee 60 credits. By allowing internships to transfer in for credit, we are enabling additional programs to be linked and mapped because historically we've excluded those with internships incorporated.

X. Motion to make changes to the course repeat policy (Academic Affairs Committee)

Be it resolved that Faculty Council approves the recommendations of the Academic Affairs Committee that:

1. A student's first F grade should not count as a repeat when a student enrolls in the same course again, according to the following conditions:

The present course repeat policy is 4 repeats lifetime for undergraduate students. AAC recommends not counting the first F grade as a repeat when the student enrolls in the same course again. This maintains the 4-repeat limit (with possible appeals to the Director, Undergraduate Studies for an additional repeat). The F grade will appear on the transcript but not be factored into the GPA if a repeat replaces the F grade with a passing grade. If a course is failed for the second time followed by a new enrollment in the same course, then the third attempt is counted as a repeat. The Academic Policy Initiative (API) group has a similar recommendation.

2. The current practice of not counting a W as a repeat should be maintained.
3. The current limit of 4 repeats lifetime for undergraduates should be maintained, with exception for the first F grade when a student re-enrolls in the same course. The AAC does not support unlimited repeats.
4. When a student repeats a course, the current policy is to use the repeat grade to replace the original grade. The AAC recommends using the better grade of the two. The Registrar says that this can be done. Both grades will be evident on the transcript but only the higher of the repeated course grades will be included in the GPA. The API has a similar recommendation.

5. Departmental policy, rather than a broad UMB standard, should determine whether GenEd courses can be repeated. Some institutions disallow repeating GenEd courses. The Registrar informed the AAC that it is not easy always to define what is a GenEd vs elective course. Thus, the AAC defers to departmental policy.

6. Departmental policy, rather than a broad UMB standard, should determine whether a student who has completed advanced courses within a major/minor should be allowed to subsequently repeat a lower-level course required for that major/minor. Some feel that this is unfair to the students competing against a more advanced student (e.g. one who has completed advanced courses). The AAC defers to departmental policy.

7. Departmental oversight of their major(s) and/or program(s) cannot be overruled, subsumed, or supplanted. Departmental oversight of the aforementioned matters is obligatory to their educational endeavors and their expertise is unequalled by any general policy impacting their major(s) and/or program(s).

Rationale: Multiple documents are attached for the perusal of the FC members, including the most recent changes approved by FC.

For recommendation 1: Best practices at myriad institutions (see included document), including UMB peer institutions, does not count the first F grade as a repeat.

Specifically for our students, we have many freshmen failing one or more courses in their first semester(s) due to:

- being a first generation student with little understanding of college expectations;
- not being appropriately prepared by their High School academic experiences;
- commuting or housing issues combined with poor time management;
- family situation: lack of a study space and/or a disruptive environment;
- course load: CSM majors have a first semester of 18 credits for some majors, including a Biology lec/lab course, a Chemistry lec/lab course, a gateway seminar, Eng 101, Math 140 (calculus) (or Math 130, pre-calculus, which is then 17 credits course load).

The first-year experience of F grades may preclude the student from having some or all future repeats available. Combined with the disheartening experience of F grades students may discontinue their college experience. Thus, as a matter of retention of incoming students this is a reasonable change. From the included documents it is obvious that the majority of repeated courses are introductory courses. "Students who continue into the second year on track (in terms of credit accumulation and grade point average) are far more likely to graduate than students who do not." (see document).

For recommendation 3: Unlimited repeats were discussed and rejected because if a student is allowed to repeat a course indefinitely that has consequences: they may preclude a freshman or sophomore student from enrolling in a limited enrollment course, thereby preventing that student from staying on track to graduate in 4 years; in courses where course supplies are a significant budget issue, unlimited repeats will exhaust funds; some departments have rules preventing a third attempt at a course for educational reasons (data indicates that after the second attempt it is unlikely that the grade will improve).

For recommendation 4: Using the better grade is also best practice at many institutions including our peer institutions (see documents).

XI. Motion to revise the UMB Pass/Fail option (Academic Affairs Committee)

Be it resolved that Faculty Council approves the following recommendations of the Academic Affairs Committee:

1. That students may use more than one P/F during the same semester as part of their total 8 P/F available during their undergraduate careers at UMass Boston. Current UMB policy limits students to one P/F course per semester, for a maximum of 8 P/F courses for the student's lifetime. The AAC suggests that the limit be maintained at 8 P/F courses for the student's lifetime, but that the 8 repeats need not be only one per semester. If a student wished to use more than one P/F in a semester that would be acceptable but, again, they are still limited to 8 per career at UMB.

2. That current UMB policy allowing GenEd courses to be taken P/F should continue. Some institutions (UMASS Amherst) prevent the P/F option from being used for GenEd courses. The AAC believes that GenEd courses should be eligible for P/F, but that the hosting department should be able to restrict a course from being P/F.

3. That if a student earns a grade of A in a course taken P/F, the P will automatically change to an A on the student's transcript when that letter grade numerically exceeds the student's total GPA.

4. That students should have the option of changing a P to a letter grade if doing so will improve their GPA, and should be notified on Wisier about options for doing so, via an opt-in drop down menu whereby a student can indicate their minimum acceptable letter grade in lieu of the P.

5. That faculty should not be required to approve a student to register for P/F before their academic term begins (or at any other time).

Rationale (and logistical considerations):

For Recommendation 1: There are instances where a student may need, during a semester, to change more than one course to P/F. This may occur for personal issues and be necessary to maintain their academic standing that would be in jeopardy due to low grades, maintain financial aide, maintain international status, etc. By maintaining the limit of 8 P/F courses during their undergraduate career we ensure academic credibility. This refers to P appearing on the transcript no more than 8 times.

For Recommendation 2: The AAC found no cogent reason to alter the current UMB policy of P/F with regard to GenEd courses.

For Recommendations 3 and 4: Some institutions (including UMass Amherst) automatically change a P to an A, some (including UMass Amherst) change a P to a letter grade if that letter grade numerically exceeds the total GPA.

The AAC recommends that:

- Changing a P to an A automatically is desirable;
- Students should need to "opt-in" to change a P to grades lower than A.

When students register there should be a notice in the Wisier portal about changing a P to a letter grade after grades are filed. The Registrar indicates this could be a possibility and makes more sense to provide notification up front as opposed to after grades are posted. Registrar needs to check with UITS to see if this is possible. A student could indicate, via a drop-down menu, if they opt in and could indicate the minimum grade acceptable in lieu of the P.

Automatically changing a P to an A grade seems appropriate. It will not negatively affect the student's GPA. Moreover, if students are aware that a P is changed automatically to A we believe that their participation and engagement in a course will be more enthusiastic and dedicated.

The opt-in possibility in the Wisier portal to change a P to a grade lower than A offers students a means to improve their GPA if the grade less than A is a betterment. Again, if students are aware that a P can be changed to a passing grade acceptable to them, we believe that their participation and engagement in a course will be more enthusiastic and dedicated. Some students, however, may not wish to have certain grades appear on their transcript so their choice in changing a P to a grade is necessary as part of the opt-in choice.

Without an opt-in choice with a minimum grade indicated, there are caveats. First is the timing. If no minimum grade is chosen beforehand then the Registrar would contact students who requested the opt-in possibility. However, regarding the Registrar contacting students about a P being possibly changed to a letter grade, after grades posted: The Registrar can let all students that opted for a P know that they are now allowed to rescind that decision after grades are posted. The two critical issues would be where to notify them, and the timing on the change. Also, the Registrar would not be able to complete end of term processing, such as Academic Standing, etc., until all grades are finalized. Grade changes would impact a student's semester academic standing significantly; therefore there would need to be strict deadlines imposed. Thus, an opt-in with a drop down menu to indicate the student's minimum letter grade is necessary.

Regarding a student being able to see their reported grade so that they can make the decision if they still want the P grade, before the Registrar notifies them, would be another change that the Registrar would have to present to UITS as a system enhancement.

XII. 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;

Be it Resolved that the following questions be included on this survey; and

Be it 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

XIII. 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

XIV. 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

XV. Discussion of previously circulated reports from student government:

- Representatives from the Graduate Student Government

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

XVI. Motion to enter into executive session to discuss the report of the Faculty Council Working Group on the Provost’s Five Year Performance Evaluation.

XII. Seating of newly elected councilors; appreciation for departing councilors.

Newly elected (or newly reelected) members:

College of Liberal Arts:

- Richard Hunter, Psychology
- Abdelkrim Mouhib, Modern Languages
- Cassandra Alexopoulos, Communication
- Rishabh Kumar, Economics
- Isabel Gomez, Lantin American and Iberian Studies

College Education and Human Development:

- Valerie Karr, School for Global Inclusion

Manning College of Nursing and Health Sciences:

- Tongjian You, Exercise and Health Sciences

Non-Tenure Track representative:

- Nurul Aman, Economics

Assistant Professor representative:

- Christopher Contreras, Sociology and Criminology
- Andre Maharaj, Counseling, School Psychology, and Sport

Associate Professor representative:

- Jeffrey Stokes, Gerontology

Departing members:

College of Liberal Arts:

- Shaman Hatley, Department of Asian Studies
- Larry Kaye, Philosophy
- Anthony Van Der Meer, Africana Studies

Assistant Professor representative:

- Tyler Hull, Department of Accounting and Finance

XIII. Election of Chair of Faculty Council, election of Associate Chair and election of other Executive Committee Members.

Per The Constitution of the Faculty Council Approved by the Board of Trustees September 30, 2021; Amended November 9, 2020. Article 7. Procedures, Section B: “The first regular meeting of the Faculty Council shall take place during the month of May. The Chair shall convene the meeting and seat the new Council. An outgoing Chair of the Executive Committee shall conduct elections for a new Chair. The new Chair shall preside thereafter and conduct elections for the remaining Council officers.”

Article 3 Section A of our Bylaws: “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.”

XIX. New Business

XX. Motion to Adjourn

Appendix A

From: Joseph B Berger <Joseph.Berger@umb.edu>
Sent: Tuesday, April 21, 2026 12:44 PM
To: Amy Todd <Amy.Todd@umb.edu>; Marie Bowen <Marie.Bowen@umb.edu>
Cc: Timothy P Oleksiak <Timothy.Oleksiak@umb.edu>; Gretchen Umholtz <Gretchen.Umholtz@umb.edu>; Niya Sa <Niya.Sa@umb.edu>; Jeffrey E Stokes <Jeffrey.Stokes@umb.edu>
Subject: RE: Motion concerning requests from Human Relations that faculty re-file I-9 form

Since 1986, all U.S. employers have been required to obtain an I-9 form for each employee to confirm that the individual is authorized to work in the United States. This is required regardless of citizenship status; it applies equally to U.S citizens and non-citizens. The requirement also applies regardless of employment status to all full- and part-time employees, regardless of whether they are temporary or benefited.

The form is fairly simple, and requires the employer to confirm that each employee has presented documents confirming their identity (i.e., they are who they say they are) and their right to work in the U.S. For U.S. citizens, a valid U.S. passport satisfies both requirements, but there are myriad combinations of picture i.d.and work eligibility documents that may be used by both citizens and non-citizens.

Because the government does audit employers on their I-9 compliance, including the requirement that a completed I-9 be on file for all employees, it is important that we routinely review our records and update them as needed to remain in compliance with this longstanding federal statute.

Appendix B

GSC Motions for May 4, 2026 FC Meeting
All materials available for review on Curriculog

Motion #1

From: MCNHS

Request for a program change to the Psychiatric and Mental Health Nurse Practitioner program that includes a slight change to course title for NURSNG 645 to more accurately reflect the course content; changes to course titles, course descriptions and course objectives for NURSNG 647, 648, and 649 to meet accreditation requirements; a reduction in credits for NURSNG 647 from 6 to 3; and the addition of one new course, NURSNG 650, to meet accreditation requirements. These changes to NURSNG 645, 647, 648, and 649, and the new course NURSNG 650 have already been approved through governance. There is no change to the total number of credits for the program since the addition of NURSNG 650 will replace the 3 credits removed from NURSNG 647.

Rationale: the changes to course titles, course descriptions and course objectives for NURSNG 647, 648, and 649 and the addition of NURSNG 650 will separate the didactic coursework from clinical practicum content, with the material now distributed across the didactic (NURSNG 647 Psychiatric Mental Health Diagnosis and Management I and NURSNG 650 Psychiatric Mental Health Diagnosis and Management II) and clinical practicum (NURSNG 648 Psychiatric Mental Health Practicum I and NURSNG 649 Psychiatric Mental Health Practicum II) courses. Clearly delineating these courses reflects the progression of courses across the curriculum and allows for stronger alignment with accreditation competencies, and the separation ensures that performance in each area is assessed independently, providing students with targeted opportunities to address deficiencies and improve where needed. The course descriptions and objectives have been updated to reflect the recent changes in AACN, NP Core and NP population focus competencies.

