



University of Massachusetts
Boston
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Boston, MA 02125-3393

University Governance
Faculty Council
https://www.umb.edu/faculty_staff/faculty_council
Monday, November 1, 2021
1:30-3:30
Zoom Webinar

Agenda

I. Approval of the Agenda

II. Motion to approve the October minutes

III. Chair's Comments

IV. Reports – 5 mins each

- a. Chancellor – Marcelo Suárez-Orozco
- b. Provost and Vice Chancellor for Academic Affairs – Joseph Berger
- c. Vice Chancellor for Administration and Finance – Kathleen Kirleis
- d. Faculty Representative to the Board of Trustees – Marlene Kim
- e. Representative from the Faculty Staff Union – Steve Striffler
- f. Representative from the Professional Staff Union – Michael Mahan
- g. Representative from the Graduate Student Assembly – Gordon Smith
- h. Representative from the Undergraduate Student Government – TBD

V. Motions from the General Education Committee

1. Moved: That Anthropology/Native American and Indigenous Studies 347L, Indigenous Research Methodologies, be approved as satisfying the Social and Behavioral Sciences Distribution requirement.

WISER Course Description: This course is designed to introduce students to a variety of research methodologies, present core concepts in critical Indigenous studies, and demonstrate how to implement ethical practices into any research design. Intended for students who are interested in initiating their own research projects in the future, the course is structured to enable those with little prior knowledge of Indigenous research methods to plan, document, and revise an original project and appropriate research questions. This course is international in focus with some readings from Indigenous scholars in Australia, New Zealand, Palestine, Scotland, and more (i.e. settler or colonized states). Literature is drawn from Indigenous scholars and case studies from communities such as Ahkwesáhsne Mohawk, Ngāti Awa and Ngāti Porou iwi Aboriginal Australians, and Sisseton Wahpeton Oyate Dakota, just to name a few. This course builds on students' preexisting experiences, preferred methods of inquiry, and research interests so

that they gain a deeper understanding of the skills and tools required for the social sciences and humanities disciplines more broadly but can be applied in many disciplines, even those unrelated to Native studies. Finally, this course will also introduce students to several beneficial technologies and software programs for use in research for general literature reviews and bibliography compilation, collaborative analysis of qualitative data, and digital humanities projects.

General Education Capabilities: Critical Reading and Analysis and Using Technology to Further Learning.

2. Moved: That Anthropology/Native American and Indigenous Studies 347L, Indigenous Research Methods, be approved as satisfying the International Diversity requirement. (Please see previous motion for WISER course description.)

3. Moved: That Asian Studies 280. South East Asian Cultures be approved for the World Cultures Distribution requirement.

General Education Capabilities: Critical Reading and Analysis, and Effective Communication.

WISER Course Description: Southeast Asia is a crucial world region that is home to diverse peoples, languages, and religions and has been influenced by migration, trade and colonialism. This course examines themes in the cultures, history, and politics of the countries that constitute Southeast Asia: the mainland states of Myanmar, Thailand, Cambodia, Laos, and Vietnam and the island states of Malaysia, Singapore, Indonesia, the Philippines, East Timor, and Brunei. The central aim is to study this region's cultural diversity across complex geographies, cross-cultural transactions, and periods of dramatic social change. Understandings of culture will be informed especially by its interconnections with race, ethnicity, nationality, class, and gender.

4. Moved: That Asian Studies 280, South East Asian Cultures, be approved as satisfying the International Diversity requirement. (Please see previous motion for WISER course description.)

VI. Motions from the Graduate Studies Committee

Motion #1

From: CLA

Request to change the name of HIST 690: Thesis Prep to Final Project Prep

New course description: This is a required course for advanced graduate students who have completed or nearly completed their other course work and are preparing to write a history review essay (History track only) or a thesis (all tracks). Public History and Archives students planning to write a capstone may elect to take this course after consultation with their track director. For all students, History 690 offers an opportunity to immerse themselves in the historiography for their final project. In this class, students locate and read relevant sources, identify the questions they intend to pursue, and write a proposal. Students should have a final project topic and advisor identified before enrolling in History 690.

Motion #2 (related to Motion #1)

From: CLA

Request for a new course HIST 695: History Review Essay

Course Description: History 695 provides students with an opportunity to develop and complete the historiographical essays they propose and plan in History 690. Successful essays demonstrate deep reading in and extensive knowledge of a chosen field of historical scholarship. Essays showcase the ability to synthesize, analyze, and evaluate secondary texts by asking critical questions about historiography, research methods, sources, and theory. Overall, completed essays provide a record of mastery in historical thinking and practice befitting the holder of a graduate degree in history.

Rationale: The History Review essay gives History track students a 3-credit final project alternative to the 6-credit thesis, thus allowing them to take one additional elective. This will give History track students the same flexibility around final projects that Archives and Public History track students enjoy. It will also make the History final project expectations more consistent with the standards of other CLA departments.

Motion #3

From: CEHD (SGISD)

Request: to remove the GRE/MAT as an admissions requirement for the Orientation & Mobility (O&M), Vision Rehabilitation Therapy (VRT), Assistive Technology for Visual Impairment (ATVI), and Cerebral/Cortical Visual Impairment (CVI) tracks in the Vision Studies MEd. The Teacher of Students with Visual Impairment (TVI) track will retain the MTEL as an admission requirement.

Rationale: These tests are not predictive of success and are not required by similar programs in North America. In addition, requiring these tests can be barriers to diversity and inclusion. There are other admissions requirements that can be reviewed to better predict performance, such as the personal essay, interview, and letters of recommendation.

Motion #4

From: CEHD

Request: to remove the GRE as an admissions requirement for the School Psychology MEd/EdS program.

Rationale: taking the GRE presents a barrier to graduate school applicants, especially for some students of color, students with limited financial resources, and students whose first language is not English. Other admissions requirements can be reviewed to draw more diverse cohorts, such as the personal statement, letters of recommendation, undergraduate performance, and interview. A comparable graduate program at UMass Amherst does not require the GRE for admission.

VII. CES Subcommittee Introduction (Lusa Lo)

VIII. Report from the Academic Technology Committee (Aparva Mehta and James Soldner)

IX. Resolution from the Cypher (Velina Batchvarov, Amy Collinsworth, Oscar Lanza Galindo, Tracy Morin, Tara Parker)

WHEREAS state legislative proposals are being introduced across the United States that target academic discussions of racism and related issues in American history in schools, colleges and universities; and

WHEREAS the Red Book and the Faculty Staff Union collective bargaining agreement affirms the importance of academic freedom to the proper functioning of universities; and

WHEREAS the American Association of University Professors' [1940 statement of Principles on Academic Freedom and Tenure](#) also affirms the importance of academic freedom to the proper functioning of universities; and

WHEREAS faculty have primary responsibility for the curriculum at their universities, as stated in the UMass Boston Faculty Council Constitution and UMass Board of Trustees governance document T73-098; and

WHEREAS the term "divisive" is indeterminate, subjective, and chills the capacity of educators to explore a wide variety of topics based on subjective criteria that are inapposite from the goals of education and the development of essential critical thinking skills; and

WHEREAS educating about systemic barriers to realizing a multiracial democracy based on race or gender should be understood as central to the active and engaged pursuit of knowledge in the 21st century to produce engaged and informed citizens; and

WHEREAS over seventy organizations, including the American Association of University Professors (AAUP) and the Association of American Colleges and Universities (AACU), issued the [Joint Statement on Legislative Efforts to Restrict Education about Racism and American History](#) (June 16, 2021) stating their “firm opposition to a spate of legislative proposals being introduced across the country that target academic lessons, presentations, and discussions of racism and related issues in American history in schools, colleges and universities . . . In higher education, under principles of academic freedom that have been widely endorsed, professors are entitled to freedom in the classroom in discussing their subject. Educators, not politicians, should make decisions about teaching and learning”; and

WHEREAS the University of Massachusetts Boston’s [mission](#) is to be “a vibrant, multi-cultural educational environment [that] encourages our broadly diverse campus community to thrive and succeed”; and

WHEREAS the University has [implemented](#) Black Lives Matter Day, “a day dedicated to those who have been unjustly harmed and/or killed as a result of police brutality, acts of anti-Black racism, and systemic oppression”; and

WHEREAS Chancellor Suárez-Orozco has [implemented](#) the observance of Indigenous Peoples’ Day on our campus, “a day on which we remember the lives, cultures, and communities lost to colonialism, which has imposed itself upon tribal lands that Native people called home long before we did;” and

WHEREAS Chancellor Suárez-Orozco’s statement on Juneteenth affirms the importance of racial and social justice and reminds us of the “monumental challenge that we as a community must address as we work toward becoming an antiracist and health-promoting university;” and

WHEREAS, in a nation that has for centuries struggled with issues of racial inequity and injustice, many students do not have adequate knowledge of BIPOC and LGBTQI history and the policies that contributed to inequities, the University of Massachusetts Boston has a responsibility and opportunity to help build equity and social justice.

THEREFORE BE IT RESOLVED that the UMass Boston Faculty Council resolutely rejects any attempts by bodies external to the faculty to restrict or dictate university curriculum on any matter, including matters related to racial and social justice, and will stand firm against encroachment on faculty authority by the legislature or the Board of Trustees.

BE IT FURTHER RESOLVED that the Faculty Council stands with our K-12 colleagues throughout the country who may be affected by this pernicious legislation when they seek to teach the truth in U.S. history and civics education.

BE IT FURTHER RESOLVED that the Faculty Council calls upon President Marty Meehan, Chancellor Marcelo Suárez-Orozco, and Provost Joseph Berger to affirm that they reject any attempts by bodies external to the faculty to restrict or dictate university curriculum on any matter, including matters related to racial and social justice, and will stand firm against encroachment on faculty authority by the legislature or the Boards of Trustees.

BE IT FURTHER RESOLVED that the Faculty Council affirms the [Joint Statement on Efforts to Restrict Education about Racism](#), authored by the AAUP, PEN America, the American Historical Association, and the Association of American Colleges & Universities, endorsed by over seventy organizations, and issued on June 16, 2021.

X. New Business