UNIVERSITY OF MASSACHUSETTS AMHERST
OFFICE OF THE FACULTY SENATE

MEETING MINUTES

Frank Hugus, Presiding Officer of the Faculty Senate, called the 784th Regular Meeting of the Faculty Senate to order on February 14, 2019 at 3:32 p.m. in Herter Hall, Room 227.

A. ANNOUNCEMENTS

1. Principal Administrative Officers

Kumble Subbaswamy, Chancellor: I'm sorry to have to announce the impending departure of our Vice Chancellor for Student Affairs and Campus Life, Enku Gelaye, who has been with the University for eight years. She tells me this is for personal reasons. She has accepted an equivalent position at Emory University in Atlanta and she'll be starting there in August. We will launch a search right away and will hope to avoid the appointment of an interim vice chancellor if we can help it. I also want to let you know that we have launched a national search for Vice Chancellor for Information Technology and Chief Information Officer. Julie Buehler vacated that position and Chris Misra has been in an interim role in that position so that search will be underway as well.

Andrew Mangels, Vice Chancellor for Administration and Finance: At a previous meeting, I mentioned a shared service project that's going on at the system level. It's looking at three administrative areas that we process on campus: accounts payable, procurement, and payroll. This is only looking at the functions that occur right now in the Comptroller’s Office, the Procurement Office, and the central Human Resources Office. It is not looking at activities that occur out in the departments. The system office and the campuses have been looking at these processes since October and identifying where we can create a unified administrative center that could do a lot of the backroom processing and find efficiencies. “Do things better together” is one of the themes that we have been using. This project involves the system office and all five campuses working together in consolidating certain administrative processes. We've looked at a number of different university systems that have done this. Each one tends to do things a little bit differently. We've looked most closely at the Maine, Colorado, Missouri, and Indiana systems to understand their models and learn about some of the things they did that, in hindsight, they wish they had done differently or at a different pace. So, this is in a process where the campuses have looked at this and we've agreed to move forward with this type of center. The details will remain to be worked out in an implementation plan which we expect to be commencing pretty soon. We will be looking at over the course of the fiscal year 2020 and fiscal year 2021. Of course, we're all very respectful of the people doing these tasks here on campus and we'll be working with them on transition plans, whether those involve the location where these services are going to be done, but we're going to do everything that we can to preserve their job security here on campus. There are estimates that this could save the University system around $17 or $18 million when all is said and done. That includes both better structuring of the workforce, procurement savings, and better sourcing, and consolidated volume purchasing, and other types of improvements. There will be a heavy emphasis on customer service and what we call service level agreements. So, we're expecting that there will be an increase in service attention to the needs of the campus as this unified service center moves forward. I will continue to keep everyone updated on the progress of this. We're all very excited about the opportunities to reduce cost and to increase service to the campus.

2. The Secretary of the Faculty Senate

MJ Peterson, Secretary of the Faculty Senate: I don't usually have the pleasure of introducing a new Senator in February but that is the case today. There was a vacancy in one of the districts; they held a special election. Our new Senator is Philippe Baillargeon from the Department of Languages, Literatures, and Cultures, where he is Program Director for French and Francophone Studies. Francophone Studies is a broad area because it means that your interests extend from Europe, into Africa, into the Caribbean, and into Southeast Asia. A question came up about why we are still doing nominations to councils when it is February and we thought that nominations were done and ratified in December. This is basically because the fall round of recruitment didn't yield quite enough
people. We continued recruiting and, as we succeeded, we wanted to stream the new members onto councils immediately rather than wait until the end of the spring term. That is why, even today, we have one more nomination to a council. This one is very useful. It is to the Council on Public Engagement and Outreach. The Director of the School of Public Policy indicated interest in being on that council and that was an offer that I did not feel that I should refuse. Also, you may have noticed that Jeanne Vasu is not here today. She has left the employ of the University. The Faculty Senate Office is, at the moment, somewhat between staff. Please be patient with us.

3. The Faculty Delegates to the Board of Trustees

Senator David Hoagland, Faculty Delegate to the Board of Trustees: There was a special board meeting this morning. I just got back. The main topic of this meeting was a real estate transaction in Boston to enter into a long-term lease of property that was acquired by the system about ten years ago. The lease could possibly yield approximately a tenfold return on that investment and, it is hoped, will allow addressing many of the problems that UMass Boston has had with its infrastructure. Although I see this as being positive and, I think, most people in the room saw it as positive, there still were UMass Boston faculty protesting in the room and outside. Curious about why they were objecting, I talked to a number of them and got several stories. There's a reasonable article that I think is accurate in The Boston Globe. The other issue that came up extremely briefly was the issue of the system-wide online education initiative coming out of the UMass President's Office. I mentioned this to you in a meeting in September and it had been promised that there would be an announcement in the first quarter of 2019, which is about where we are now. President Meehan, under his breath, said that there would be an announcement soon. The Intercampus Faculty Council met with Don Kilburn, the person in charge of this initiative in the President's Office in December but we really couldn't glean much from that meeting that was specific other than that all options were being explored. There were concerns from the delegates from the various campuses as to how this would interface with their own online initiatives. We've met with Chancellor Subbaswamy about this as well and we anticipate that there won't be much impact but we're still waiting for what the system's program will be.

4. The Representative of the Massachusetts Society of Professors

Eve Weinbaum, President of the Massachusetts Society of Professors: The major goal of our statewide union, the Massachusetts Teachers Association, this year is the package of legislation that we're calling the Fund Our Future Campaign, which, as you know, provides foundation budget for K-12 schools statewide as well as for public higher education. For higher education, it would get us back to where we were in 2001 in terms of per student funding; we're down a full third from that benchmark. There's a lot going on. There's legislation that's already been introduced around both issues. The higher education bill has been endorsed by President Meehan and Chancellor Subbaswamy. All of the campuses are working together on it. The next big event will be an advocacy day in the State House in Boston on March 21. We are hoping to bring faculty and librarians to Boston to talk about the work that we do. We're setting up meetings with our legislators as well as key legislators on those committees to make sure that they know what difference it makes to have fully funded higher education both from the perspective of students who are dealing with huge amounts of debt and also faculty and staff being able to offer the excellent kind of education that we want to provide. So, you're all invited to come to Boston on March 21 and you'll be hearing more about ways to get involved in the campaign during the semester. Thanks.

B. QUESTION PERIOD

Senator Gonen Dori-Hacohen: I want to talk about Tuesday and Monday; I know that there are many considerations going into the process but I think that it is worth discussing what the process of closing the campus may look like from the other side. On Monday night, it was clear that there would be a storm starting Tuesday at 12:00 PM. I am a parent and I knew that I would have to take care of my daughter whose school would be closed Tuesday morning. I waited for my employer to tell me how to plan for the next day. I waited and I waited and I went to sleep still waiting to hear. I didn't hear until Tuesday at 10:00 AM, which made me wonder what could have possibly happened at 9:55 that wasn't known the previous night. Then, the closing time was 2:30 PM, two and a half hours into the storm, which caused many of us to drive home during the storm. This raises concerns involving safety - a twenty-minute drive took an hour instead of twenty minutes - I don't think that shows consideration for me as an employee. I think that the process does not think about parents, not only employees
who are parents but also students who are parents who need to think about what to do with their kids who are going home from school while we are supposed to be at the University. I think that this may need rethinking. I think that currently the process shows little regard to the employees, little regard to the faculty, and little regard to parents. I think that since this is the University of Massachusetts Amherst, we may consider thinking that, since we have "Amherst" in our name, maybe we should follow the closing time of the Amherst school system to accommodate the parents and to think about the safety of the employees. Thank you.

Andrew Mangels, Vice Chancellor for Administration and Finance: We appreciate your question and concern. We have a very involved process when it comes to deciding when and at what time the University will close. Generally, we do want to make sure that forecasts are accurate so we generally will wait until 4:00 AM. We have a special service that we utilize that provides us with a more accurate or more pinpointed forecast for the Amherst campus and for the Amherst area. We recognize that there are a lot of considerations that we have to take into account including classes, different events that are happening on campus, as well as the safety of our employees; we take all of that into consideration when we make those decisions. So, I understand your comments. We do everything that we can to make a decision as quickly as we can while also trying to make sure that we think about the students and academic activities and all of the different activities that are happening on campus.

C. ANNUAL REPORT


Derek Doughty, Assistant Ombudsperson: I would encourage you all to look at our website, www.umass.edu/ombuds. We have two years of annual reporting that shows our usage. We provide places for people to bring up concerns related to anything about their status here as faculty, staff, or students. The proliferation of ombudspersons really began in higher education in the 1960s when things were pretty turbulent and things are a little bit bumpy right now. So, we do have a lot of folks coming in compared to our peers even. We see about 5% of the campus population in one way or another while, across the rest of the country, ombudspersons are seeing more like .25% to 1% of their campus populations annually. I think, the more that we raise the visibility of the office, the more we can continue to serve the community. We do a lot of collaboration with different components of Human Resources and things like that. This Dignity and Respect campaign is going very well and one effect is that it's also giving people a language and a vehicle for bringing their concerns to light. The Office is busy and I encourage you to see the annual report. It has a narrative with lots of recommendations about best practices and fair process and also what was said about the humanity that, at certain times, seems to be missing in regard to employee status and is an important thing to remember in personal relationships. Are there any questions?

Senator Richard Bogartz: What is bumpy today and how is that affecting the Ombud’s Office’s work?

Assistant Ombudsperson Doughty: Communication is the crux. There are lots of things that you can identify in different classes from faculty to staff to students but it feels like people are not listening to understand but listening to respond. We've got a good bystander culture. Yet, I think that we can get a little better at calling people in as opposed to out so that you can invite a conversation that's a growth opportunity when there's friction as opposed to just creating more frictions, which I think is happening. There are a good amounts of bumps but they seem to coalesce around some communication challenges where, I think, matters would improve if people are genuinely curious about each other and ask genuine questions. When we do coaching and training, we say that if you can put "you idiot" at the end of a question, it's not a genuine question. A lot of people find themselves thinking that they're having a dialogue when they're really only stating their positions in the form of a question. That's not a question.

MJ Peterson, Secretary of the Faculty Senate: I am intrigued by the fact you think there are a lot of problems coming out of communication difficulties: people may be expressing interest poorly, people are not understanding what somebody else is saying. "You idiot" is a fairly obvious signal of dismissal and anybody who hears "you idiot" at any point in the question knows that the other person does not really want to hear their response. There's been a lot of discussion about needing to be sensitive to other people. You obviously don't say "you idiot" to someone with whom you want to have a real conversation but are there other ways that you can signal so that
someone who is a bit nervous and feels that you're just waiting to pounce and state your point of view can feel a little bit more confident?

**Assistant Ombudsperson Doughty:** That's a great question. I personally use the Roger Schwarz method of trying to be truly inquisitive. We have a lending library in our office that has lots of books. One book is Smart Leaders, Smarter Teams; it suggests that if you just state your position and state your curiosity in a genuine way then people do seem to interact with each other better rather than just being in a holding pattern around what you already assume the other person's intentions are. So, if you can just speak from the self and also be honest if you have anxieties, especially if there are power discrepancies, to just acknowledge that and name it so that the other person can just have their antennae up and try to be a little bit more of a human than a boss or a little bit more of a peer than a superior in whatever situation it is. That's one way and it obviously varies from situation to situation but I think that what Carol and the Office together, in this new report, have done is painting different pictures for the different groups on campus that show the different ways that we are not communicating as well as we could. I really encourage you to look at that report. We're on the eighth floor of the Campus Center. I love what I do. Thank you.

**The report was received.**

D. **PRESENTATION: RESTORATIVE JUSTICE: Members of SGA Restorative Justice Taskforce**

**Nathalie Amazan:** Thank you for letting us come here and speak to you today about our initiative and our campaign to bring this program to campus. So, before we get into the actual initiative and what we have done already to work towards the goal and actualizing this campaign, we wanted to give a little overview, a little history, and a little context of what is restorative justice, where does it come from, and how does it actually work in practice. What is restorative justice? It's basically an alternative framework of how we can handle wrongdoing. Instead of looking at wrongdoing in the context of the violation between people and the institution, like our criminal justice system does or how a lot of university disciplinary procedures go, restorative justice looks at wrongdoing as a violation between people and relationships and that need to be healed and restored in order for stronger communities to be built. So, restorative justice centers healing by asking questions of what are the needs of those harmed, how can the responding party repair the harm that they have created. And the guiding question of restorative justice is what can be done so that we can feel confident about this person's membership in our community. So, really, it's all focused around how can we heal, how can we empathize, how can we have accountability to people and relationships and the community and how can we build a stronger community through building stronger relationships.

**Matthew Hewett:** I'm going to go into where restorative justice comes from and who is using it. It's rooted in indigenous circles, indigenous practices, which are talking circles and talking pieces. These circles are all about being present and having respect for your community. The talking piece is passed around the circle and reminds all that one person speaks at one moment to reveal something personal to that person; this offers a level of vulnerability that everybody in that circle respects. From these circles comes agreements about how best to solve these conflicts within a community guideline. In the 1990s, Canadian First Nation Peoples began teaching non-natives in Canada and the U.S. about restorative justice as an alternative to incarceration which is much more punitive guideline. In 1999, the University of Colorado Boulder was the first college with a restorative justice program. Since then, communities have been embracing this process with non-profit, law enforcement, and court partnerships. Increasingly, we're seeing high schools and higher ed institutions in the U.S. are incorporating restorative justice within or as an alternative to their disciplinary systems.

**Quinn:** So, how does the restorative justice process work? The process begins with accountability. There is no restorative justice process if the respondent does not accept responsibility for the harm that they've caused. The, the next step is consent. Similar to accountability, the restorative justice process is really dependent on the consent of the hurt party, the hurt person or hurt community, to engage in the restorative justice process and dialogue. So, once accountability and consent have been established, the process moves forward through storytelling and identifying the impacts and harms. This is where we ask the questions that have to do with moving forward and addressing what was done or the harm that was caused. We ask the respondent: what happened, what were you thinking and feeling at the time, what have you thought about since, what have you thought about since, how did this incident affect you and those close to you? Then we ask the harmed community or the harmed person: what
happened, how are you feeling, how are you feeling now, and, also, what do you need from the respondent that would make things right, what would make things right for you? Then, from there, the process moves on to an agreement in which all participants come up with a plan for how to move forward and address and repair the harm that was caused. This process is guided by restorative justice facilitators. In a lot of communities, there are restorative justice non-profit organizations that are really effective at facilitating this process and partnerships with courts and police departments within schools and communities are also very effective at facilitating the process.

Sonya Epstein: We see this as a really effective model and we feel that it would be extremely beneficial to our community. So, our long-term goal is to establish a restorative justice program on campus that is fully funded by UMass and has ties with the local courts.

Nathalie Amazan: To achieve that goal, we started back in Fall 2017 by meeting with different administrators and key stakeholders in Residential Life, within Student Engagement, and the Dean of Students Office. We also presented this idea at the Student Affairs and Campus Life Student Advisory Board that is chaired by Vice Chancellor Enku Gelaye. After that, we were able to convene students with the Center for Education Policy and Advocacy (CEPA) who would be interested in taking on this initiative and moving this campaign forward. Through the relationships that we were able to cultivate with different administrators, we were able to create a timeline with Dean Cardosa at the Dean of Students Office of how best we can go about getting this campaign off the ground and get this goal to actually happen here at UMass. We sat down and we talked about how it's going to take a multiyear process to actually get a program here, actually get a fully-staffed office, and we figured that the best way to go about that is to begin pilots and to begin introducing restorative practices and education to the campus community so that students and administration and faculty and all people who are involved in this campus can understand what restorative justice is and how it can be used in their everyday lives so they can better engage with it once policy changes and our goal comes to fruition of having an actual program here. So, we're doing that through launching pilots within Residential Life and Student Engagement; we'll talk about that a little bit later. In Spring through Summer 2018, we met with Lydia Washington and Johnny Tooson of the Student Engagement Office and we presented this idea to the Student Engagement Leadership Board for their support, advice, and critiques on the campaign as well. Also, in the Spring, we solidified our student task-force, known the Restorative Justice Task-Force now, and we are over twenty undergraduate members strong in this initiative. We also solidified our partnership with Residential Life and the Dean of Students Office. With Residential Life, we were able to, in the Summer, complete bulletin boards in the residence halls that feature restorative justice and how we can heal conflict restoratively. These bulletin boards went up in all of the residence halls this past fall; by December, they were featured in all of the residence halls. This was a chance to have students engage with restorative justice and start to understand what it is and face it daily where they are living. We were also tasked with editing the core training curriculum which is the EDUC 391 class that all residence assistants and peer mentors have to take when they apply for those jobs. We were able to revise the communication and conflict resolution weeks to reflect some restorative justice values and education about how we can handle conflicts restoratively and how we can communicate in a more healthy manner where we can hear all parties and practice empathy in our communication. We were also able to create lesson plans for residential living that featured how we can respond to celebratory incidents like the Superbowl, or bias-related incidents, or community vandalism happens, how can we convene the floor or the hall together to have the dialogue where everyone feels like they are heard and the people who are especially harmed by this feel that they're heard and that their healing is at the center of this whole process.

Sonya Epstein: So, this past semester, in the Fall, we started an introductory series of events on restorative justice. On November 14, we had our first event, which was called Meditating on Restorative Justice. All of the pictures on the first slide and the past slide are from this event. We had about fifty people attend including students, faculty, and members of the community. We started off with a mindfulness practice, and then we went into a skit showing how restorative justice could be used in an incident. Then, we had a talk-back with everyone who attended, which included asking us questions and us getting a feel for how they felt about this and how the could see this being implemented into our community. We also drafted a restorative justice protocol for the CEPA so that could be used within that group when conflicts do arise. We also successfully added restorative justice wording into the Code of Conduct revisions and continued building support all around campus.
Matthew Hewett: Plans for Spring 2019. We're going to be continuing the introductory series as well as building support with people and organizations off-campus such as District Attorney David Sullivan, the Massachusetts Commission of LGBTQ Youth, and the Holyoke High School Pa’lante restorative justice program. I recently went to an all-day event that Pa’lante threw at Mt. Holyoke High School and it was incredible. I urge you to look into the Pa’lante program. They do a great job there.

Quinn: We'll also be implementing student support circles grounded in the practices of restorative justice. We'll be presenting the restorative justice campaign at the Impact National Conference in Charlottesville, Virginia, and we'll be continuing to build our relationships with administrators and key stakeholders.

Nathalie Amazan: That's basically the end of the presentation. Thank you for letting us come and talk to you about our campaign. We'd be happy to answer any questions and also our ask of you in whether this is something that you can see being supported by the Faculty Senate or individual faculty members and how can we kind of maintain a better line of communication so that we can both support each other in moving this campaign further.

Senator Richard Bogartz: My first remark is that there's something very wonderful about what you're doing and that is taking the person who committed harm of some sort and saying this is a person, this is a human, this is one of us, not like in the criminal system where is often seeks to demonstrate that this is a person who is not a person, who is inhuman, who is an animal, a beast, that no human could do what this person has done. So, that part I love. What I would like to hear you say is a few words on how you deal with a situation in which the person who has done the harm has done something really extraordinary – rape for instance – and I'm sure that this has come up to you before. Is it just that there can be no agreement or that what the victim would like to perpetrator to do involves a rusty knife or something of that sort? I'd like to hear what you have to say about that.

Matthew Hewett: First, both parties have to agree to take part in restorative justice. They both have to agree to come to the circles. Never is someone going to have to come and face your victim of the person who you harmed. That's the most important part. So, right there, both are trying, in the right mindset, get into a restorative mode.

Nathalie Amazan: Also, the ending agreement is not about how can we inflict more harm on the person who did the harm but how can we actually heal from this without the violence being a part of that. That's where the trained RJ facilitators come into the picture, being able to guide the process and communication to a more healthy angle and more healthy solutions. Yes, as Matthew said, everyone has to agree to be a part of the process. Specifically, in the context of universities, a lot of universities are not doing restorative justice in relation to sexual assault cases just yet because they see how complicated that can be and how it can be re-traumatizing for victims as well. So, we understand that and are also very sympathetic to that and we are moving where people are ready to go.

Senator Bruce Baird, Chair of the Rules Committee: You had a slide saying that there has already been incorporation of restorative justice in the Student Code of Conduct. Can you tell us more about that in particular? Then, I have a follow-up question.

Nathalie Amazan: Yes. I sat on the committee for the revision of the Code of Student Conduct that began work last semester and we just finished this semester. The revision, of course, is still a draft and nothing is finalized yet. What we were able to do is put some language in the Code of how the University can address incidences in which a student is let off on a warning or there is insufficient information, using those cases and having there be educational restorative outcomes for that where the student would write an apology letter to the person that was harmed or do some type of workshop or something like that.

Senator Baird: So, what do you anticipate as the next step beyond being in the Code of Student Conduct.

Nathalie Amazan: Getting an actual office and staff and funding.

Senator Baird: My question now is more to the administration than to you. What would be the steps, say, if the Faculty Senate thought that this was a valuable thing to do, then what would be our next steps in terms of getting the administration to staff a restorative justice project or something like that.
**Kumble Subbaswamy, Chancellor:** This group and CEPA in general have been very systematic in how they take different initiatives through and try to institutionalize. I complement everyone for how persistent and systematic they have been. So, the latest revisions incorporating some of the restorative justice language were just turned in February 11, I believe, so it's hot of the press. I'll be working with student affairs to talk about what the next steps might be and how we can get involved and help move this forward.

**MJ Peterson, Secretary of the Faculty Senate:** You indicate that you also have ambitions to link up with the District Attorney's Office, with various local groups, and when you talk about things like community vandalism that might not just mean people messing up their floor in the dorm; it could mean spray-painting things in downtown Amherst or things like that. Do you see these outside groups, other than the group that you've been working with in Holyoke who are clearly on-board, as being receptive, as being ready to think about these things, as being ready to think about when might offering this sort of alternative be a reasonable way of moving forward?

**Nathalie Amazon:** Definitely, we do see them as being receptive. Our task-force has a relationship with District Attorney Sullivan and he's very supportive of the framework. We do see them being supportive and that's also part of the long-term goals of building relationships with people in Amherst and the local communities.

**Sonya Epstein:** In terms of the Massachusetts Commission of LGBTQ Youth, I'm a Commissioner on that. One of the task-forces that is a part of that is the Juvenile Justice Task-Force and one of the big goals for the overall Commission is to strengthen our relationship with the Department of Higher Education as well. So, I think they're also going to be very receptive to this and with the rates of LGBTQ youth having punitive justice imposed on to them being much higher than those of their cisgender and heterosexual peers, I think that they would see this as really effective.

**Matthew Hewett:** It is not news that the state of our justice system and the prison system is broken. You'll hear more about restorative justice as people look to it nationwide as a cure to what's happening.

E. **NEW COURSES (CONSENT AGENDA)**

**MJ Peterson, Secretary of the Faculty Senate:** Due to some office confusion involving some failure to communicate, I need to remove three courses, LABOR 505, 600, and 742, from the consent agenda. One council approved had them, the other had not, and we got a little bit ahead of ourselves.

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**MOTION:** That the Faculty Senate approve the courses COMPSCI 461, ECON 205, ECON 310, ECON 315, 15-19 ECON 335, ECON 336, ECON 338, ECON 347, ESL 225, PORTUG 357, and PUBHLTH 372, as recommended by the Academic Matters, General Education, and Graduate Councils.

The motion was adopted.
F.  NEW BUSINESS (CONSENT AGENDA)

_MJ Peterson, Secretary of the Faculty Senate_: Again, there is a need to pull something off due to communication problems although these were also exacerbated by the ever lovely Course and Curriculum Management System (CCMS). The proposal that needs to be pulled is the Special Report of the Graduate Council concerning Revision of the Accelerated Masters in Landscape Architecture and Regional Planning.

1. Special Report of the Academic Matters and Graduate Councils concerning the Creation of an Accelerated Master’s Program in Physics, as presented in Sen. Doc. No. 19-040.


**MOTION:** That the Faculty Senate approve 1) the Creation of an Accelerated Master’s Program in Physics; 2) the Revision to the Undergraduate Certificate in Translation and Interpreting Studies; 3) the Creation of the Institute for Applied Life Sciences; and 4) the Exchange Agreement between the University of Massachusetts Amherst and the University of Groningen, as presented as Senate Documents No. 19-040, 19-041, 19-042 and 19-043 respectively.

The motion was adopted.

5. Amendment to the Special Report of the Nominating Committee concerning Nominations of the Faculty Senate Councils and Committees, as presented in Sen. Doc. No. 19-033B.

**MOTION:** That the Faculty Senate approve the Nominations to Faculty Senate Councils and Committees, as presented in Sen. Doc. 19-033B.

The motion was adopted.

The 784th Regular Meeting of the Faculty Senate was adjourned at 4:25 p.m. on February 14, 2019.

Respectfully submitted,

_MJ Peterson,
Secretary of the Faculty Senate_