



University of Massachusetts Boston
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University Governance
Faculty Council
https://www.umb.edu/faculty_staff/faculty_council
March 3rd, 2025

Minutes for Monday, March 3, 2025, 1:00 – 3:00 pm

Members Present: Abdelkrim Mouhib (CLA), Alex Mueller (CLA), Amy Todd (CLA), Ana Lindsay (CNHS), Andre Maharaj (CEHD), Anthony Van DerMeer (CLA), Daniel Gascon (CLA), Gonzalo Bacigalupe (CEHD), Gretchen Umholtz (CLA), Harry Konstantinidis (CLA), Janna Kellinger (CEHD), Judith Pare (CNHS), Larry Kaye (CLA), Leon Zurawicki (CM), Lisa Heelan-Fancher (CNHS), Lorena Estrada-Martinez (SFE), Lusa Lo (CEHD), Lynne Benson (CLA), Marlene Kim (CLA), Nelson Lande (CLA), Niya Sa (CSM), Peter Lert (CSM), Shaman Hatley (CLA), Timothy Oleksiak (CLA), Todd Drogy (HC), Tyler Hull (CM)

Members Absent:

Edward Ginsberg (CSM), Jason Rodriguez (CLA), Jeffrey Stokes (CNHS), Mohsin Habib (CM), Nurul Aman (CLA), Paul Dyson (CLA), Richard Hunter (CLA), Robert Kim (CM), Wenfan Yan (CEHD)

Representatives Present: Michael Mahan (PSU), Alexa McPherson (CSU), Jonathan Vega Martinez (GEO)

I. Approval of the Agenda

Motion Approved – unanimous

II. Motion to Approve the February Meeting Minutes

Motion Approved – unanimous

III. Faculty Council Elections Announcements

- Nominees still needed for CSM, Honors, and Associate Professors
- Reminder to self-nominate if your current term is ending in 2025
- Send nominations to Timothy.Oleksiak@umb.edu
- Nominations due by Monday 3/10

IV. Motion to approve Karen Grayson (English Department, CLA) for the General Education Diversity Subcommittee.

- Presented by Neal Bruss, General Education Committee Chair

Motion Approved – unanimous

V. Motions from the Graduate Studies Committee (See Appendix A below)

Motions Approved – unanimous

VI. Motion that the Dean Search Committees Rank the Candidates on the Short Lists (See Appendix B below)

- Presented by Peter Lert (CSM), Chris Barcelos (CLA), and Maxim Olchanyi (CSM)
- Provost says there is no historical precedent for such ranked short lists, he received one from the CLA Dean Search Committee but had not requested it; Provost advises prohibition on ranked short lists is consistent with past practices for search committees across the UMass system
- Provost cites concerns about ranked short lists being leaked despite confidentiality policies, this may prompt lower ranked candidates to withdraw from consideration
- Provost advises that he instead directs search committee to provide detailed lists of strengths and weaknesses for each candidate
- Provost advises that surveys are distributed after candidate visits to campus to provide opportunity for faculty input
- Faculty express views that faculty input is disregarded and devalued throughout search processes, inquire into other mechanisms for ensuring transparency and accountability if ranked short lists are not acceptable
- Faculty comment that searches for tenure track faculty are not imposed with the same prohibition on short lists; Provost advises dean positions are harder to fill
- Faculty request that results of faculty feedback surveys be provided to search committees, as results currently go directly to Provost Office; recommendation incorporated as an Amendment to this Motion

Amendment to Original Motion Approved – 16 in favor, 1 abstention, 0 opposed

Motion (as Amended) Approved – 17 in favor, 1 abstention, 0 opposed

VII. Motion for Job Satisfaction Survey at UMB (See Appendix C below)

- Presented by Marlene Kim
- Volunteers to assist in tabulating survey results: Maxim Olchanyi, Carla Shales
- Those who already participated in prior college-specific satisfaction surveys will have their responses imported and will only complete additional questions

- Clarification that survey is intended for faculty only, agreement reached to amend language to reflect this as current phrasing of “campus-wide” would include staff and students
- Faculty Council will assess the feasibility of establishing a recurring schedule for distributing the survey, based on workload and reception of first round

Motion Approved – unanimous

VIII. Discussion of previously circulated reports from union representatives:

- Reports posted: [3-2025 March Meeting Documents](#)
- A. Alexa MacPherson (Classified Staff Union, President)**
 - Bargaining has reached a stalemate, Management has not responded to any of the proposals CSU has put on the table
 - Parking Rates “escalator clause” proposed by Management would essentially offset any wage increases that might be achieved, would disproportionately impact the lowest paid workers on campus
- B. Michael Mahan (Professional Staff Union, Representative)**
 - Wage proposals outright rejected by Management with no rationale provided, disregarding hours of personal testimony from PSU members
 - Campus Unions held Town Hall on 2/18 to address campus concerns regarding Federal Policy attacks on Higher Education and vulnerable members of campus community; Campus Administration did not respond to invitations to join this conversation
- C. Caroline Coscia (Faculty Staff Union, President)**
 - Not present, no report posted
- D. Jonathan Vega Martinez (Graduate Employee Union, Representative)**
 - Bargaining remains ongoing; Management is arguing they cannot afford to pay living wages while simultaneously reporting positive operating margins
 - Graduate Employees’ labor is integral to campus operations, as Teaching Assistants, Teaching Fellows, and Research Assistants
 - UMB Graduate Employees are paid the lowest compensation of any graduate workers in the Boston area, causing food insecurity and homelessness

IX. Discussion of previously circulated reports from administrators:

- Reports posted: [3-2025 March Meeting Documents](#)
- A. Chancellor - Marcelo Suárez-Orozco**
 - Not present, report posted
- B. Vice Chancellor for Administration & Finance – Kathleen Kirleis**

- Federal Policy impacts on Indirect Cost Rate were discussed in Budget Long Range Planning Committee, working with Office of General Counsel to assess and prepare for potential impacts but too soon to tell at this point
- Some UMB grants have already been impacted: 2 had stop work orders issued and then rescinded, 4 were officially terminated with no rationale provided, and 4 were investigated but no action taken against. Office of General Counsel and MA Attorney General will pursue legal action where terms of existing contracts have been violated.

C. Provost and Vice Chancellor for Academic Affairs – Joseph Berger

- Provost Office is collaborating with SEAS and CSM to establish a pilot plan for proctored Math placement tests in Summer and Fall; Chair of Math Department and other Math faculty present note that they were not aware of this development and have not been invited to participate in these conversations
- Working Group is being convened to assess Final Exam Schedule
- NECHE Site visit on campus March 23-26th
- Department of Education Letter Banning DEI is being challenged in courts and all DEI-related activity remains legal until that case is resolved, UMB will not preemptively undermine these efforts and will work with General Counsel and State leaders to resist this attack on DEI

X. Discussion of previously circulated reports from student government:

A. Representatives from the Graduate Student Government

- Not present, no reports posted

B. Undergraduate Student Government – Julia Olszewski, Vice President

- Not present, no reports posted

XI. Curriculum Committee Announcement

- Following members have volunteered to join committee: Sarah Hamblin (Associate Professor of Cinema Studies and English, CLA), Julianne Mazzawi (Clinical Assistant Professor, Department of Nursing, MCNHS), Kenneth K Fletcher, Associate Professor, Computer Science, CSM and Xiaolu Xu (Grad Prog Dir/Assoc Professor, Accounting & Finance, CM)
- Still seeking volunteers from CEHD and SFE
- First meeting will convene next week

XII. Academic Procedure Committee

- Newly formed committee

- Following members have volunteered to join: Nelson Lande (Sr. Lecturer III, Philosophy, CLA rep to Faculty Council) and Steve Ackerman (Associate Professor Honors College and Chair of Academic Affairs)

XIII: Discussion of Campus Response to Executive Orders.

- For context, see [College Leaders respond to Executive Orders Media Coverage updated.docx](#)
- UMB website has also establish a page to track Federal Policy Updates: umb.edu/federal

XIV. New Business

- No discussion

XV. Motion to Adjourn

Motion Approved – unanimous

Appendix A

GSC Motions for March 3, 2025 FC Meeting

All materials available for review on Curriculog

Motion #1

From: CLA

Request for a course change: to change the name of SOCIOL 606 from Social Semiotics and Cultural Analysis to Social Texts and Cultural Analysis and to change the description. The course title and description were unclear, leading to low course enrollments. The word “semiotics” has been taken out of the title and defined in the course description.

Old description: This doctoral level sociology seminar is intended to provide participants with an introduction to semiotics and cultural analysis. We will look at modes of expression and expressiveness; explore how culture manifests numerous modes of expressiveness, and how they are also embedded within culture. We will discuss the process through which cultures develop meaningful links in terms of sensibility, understanding, and meaning making. Our discussions will be associated with an in-depth analysis of the role of semiotics in culture and society and in doing so we will analyze the parallel between the function of the sign and the function of the signifying objects.

New description: This seminar takes an in-depth look at semiotics - the study of meaning-making through various forms (words, images, sounds, actions, objects, etc.) - and explores how it can be used as a lens to analyze society and culture. We will examine how cultures can be understood and express themselves through collective symbols, creative texts, and media forms. Our readings and discussions will also cover major approaches in cultural and media studies.

Motion #2

From: CLA

Request for a course change: to change the short course title of SOCIOL 607 from Contemporary Social Theory to Contemporary Theory and to change the description. The course description is being updated to reflect the variation in the faculty expected to teach it.

Old description: Social theory is trained reflection on ways of knowing social life. But it is not only this, and it never begins purely as trained reflection. Social theory arises first and foremost from everyday life, from an enormous variety of contexts of conversation, discussion, and interaction between ordinary people. These are the same contexts that lead to the formation of such things as social movements, political parties, trade unions, and organized mass actions such as consumption, strikes, and revolutions. Social theory emerges from these contexts and is only a more reflective expression of the disputes and

agendas that dominate ordinary communication about social and political issues. It is itself a social and political issues. It is itself a social product with a multitude of everyday contexts of origination.

New description: This course introduces students to contemporary sociological theories. Sociological theory can illuminate and generate questions and research agendas we might not otherwise pursue. Sociological theory can also obscure, closing off research agendas we arguably should pursue. Together we will engage contemporary social theory, considering how it helps us explain data-driven findings, shapes the practice of sociology today, and influences our imaginings about other social worlds and disciplinary forms that might be possible. Particular theorists or traditions will be selected for study according to the interests of the instructor.

Motion #3

From: CLA

Request for a course change: to change the course description of SOCIOL 608 Urban Sociology. The previous course description was outdated.

Old description: This sociology seminar covers theoretical perspectives and empirical research on how cities are shaped by social and economic forces, as well as various (e.g., racial, political) ideologies. We will also investigate how cities, in turn, shape social life - in both positive and negative ways.

New description: This seminar introduces students to the foundations of urban sociology from its foundation to the contemporary moment. Students will be exposed to the major theoretical waves of urban sociology and their critiques, drawing on both US and international examples. We will examine human ecology, political economy, world systems/global theory, the cultural turn, ethnography, gentrification, tourism, and contemporary approaches to the city and urbanism. At the end of the semester, students will have an understanding of the current debates in urban sociology.

Motion #4

From: CLA

Request for a course change: to change the course name of SOCIOL 609L from Qualitative Methods and Field Research to Qualitative Methods and to change the description. Same course as GERON GR 609L and PPOL-G 609L.

Old description: This course is designed to introduce students to qualitative research methods; its specific focus is on policy research and aging. Students practice the skills needed to observe the world around them by attending to social phenomena, descriptively and analytically. The course functions as both a seminar and a research workshop, and students learn by engaging in a field work project.

New description: This graduate-level, qualitative research methods course is both a discussion-based seminar and a practice-oriented workshop. Students will develop research skills through reading and discussing course materials, conducting an original research project, and engaging in peer-review of each other's proposed projects. This is a collaborative course that offers the benefits of faculty mentorship as well as collective support and engagement with peers.

Rationale: The previous course description was specific to gerontology. This is a cross-listed course with two other departments. Members of the other departments were consulted and have agreed to the change. The shortened title eliminates redundancy.

Motion #5

From: CLA

Request for a course change: to change the course title of SOCIOL 630 from Applied Social Psychology to Social Psychology and to change the description.

Old description: This course has been designed to introduce students to sociological theories about interaction and to motivate students to explore how the theories about which they learn can make change in the 'real world'. During the seminar, the class will cover a mixture of contemporary and classical research literature in the attempt to make sense of interactions in everyday social life and to use the ideas and concepts from the literature to address social problems.

New description: This course introduces students to sociological theories about interaction and motivates students to explore how the theories of social psychology can make change in the "real world." The seminar will cover a mixture of contemporary and classical research literature to make sense of interactions in everyday social life and to use the ideas and concepts from the literature to address social problems.

Rationale: "Applied" is being removed from Sociology graduate courses to better reflect course content now that there is a PhD program as well as an Applied MA program. Social Psychology continues to be a key subfield in sociology. The title change will signal to doctoral students that this will support their preparation for the Substantive Area Comprehensive Exam in Social Psychology.

Motion #6

From: CLA

Request for a course change: to change the course description of SOCIOL 647 Sociology of Race and Racism. This is a small change to update the description.

Old description: This course introduces students to the major sociological theoretical perspectives and current empirical research on racial inequality. We will mostly examine how social analysts have framed race and racism in the USA since about the 1950's, with a

few examples from non-US contexts to push our thinking beyond American constructions. At the end of the semester, students should have attained a clear and comprehensive view of how issues around race and the intersection of race, class, and gender have been framed by social analysts over the last several decades.

New description: This course introduces students to the major sociological theoretical perspectives and current research on race and racism. The course presents students with a historical and contemporary review of how social theorists have framed and theorized race and racism in US and non-US contexts. We will examine racial formation, racial capitalism, settler colonialism, white supremacy as structure, critical race theory, colorblindness, and the racialized body. At the end of the semester, students should have attained a clear and comprehensive understanding of how race and racism have been formulated in the past and contemporary debates and their relations to other intersecting aspects of identity.

Motion #7

From: CLA

Request for a course change: to change the title of SOCIOL 650 from Methods of Research I to Introduction to Research Methods and to change the description.

Old description: Focuses on methods of collecting information about social beliefs and social process, including the operation of social services and other programs. The course requires students to conduct exercises that will give them first hand experiences in various approaches to data collection and management. Emphasis is given to techniques of survey, field, and experimental research. Students are introduced to the use of computers.

New description: This course introduces sociological research methods and research design including approaches to finding and evaluating scholarly research, developing a research question, and writing a literature review. It will also provide foundational knowledge in qualitative and quantitative research methods, how to choose a method, and issues in research ethics. By the end of this course, students will be able to write a review of the literature, define and explain key concepts such as sampling, measurement, and generalizability, be able to justify the use of particular methods, and develop their own research proposal.

Rationale: The title of this course indicates inaccurate sequencing with stats 651 which currently is titled Methods of Research II. The title change reflects the practice of 650 as an introduction to both quantitative and qualitative methods while 651 & 652 will also have title changes to “quantitative methods” and “advanced quantitative methods”. These proposed title changes will better reflect the overall sequencing of the methods courses. The course description change better reflects course content.

Motion #8

From: CLA

Request for a course change: to change the course title of SOCIOL 682 from Sociology of Health and Illness to Medical Sociology and to change the description. The Pre-requisite = Graduate degree student in Applied Sociology or Sociology PhD will also be removed.

Old description: This course highlights the role of the social sciences in dealing with problems of health care practice, focusing on research contributions to health maintenance, prevention, treatment, and quality of care. Topics include the nature and goals of client-practitioner relationships, health education, behavioral and psychosomatic medicine, and the linkages between social problems and medical problems.

New description: This course explores the social dimensions of health, illness, and healthcare systems. We will examine how social factors such as class, race, gender, and environment influence health outcomes and access to care. Key topics include the social construction of illness, the role of medical institutions, healthcare inequalities, and the impact of policy on public health. Through critical analysis and discussion, students will develop a sociological understanding of contemporary healthcare challenges and their implications for social justice and health equity.

Rationale: The course title and description have been modernized. None of the elective courses are restricted to grad students in sociology.

Motion #9

From: CLA

Request for a course change: to change the title of SOCIOL 694 from Master's Research Seminar to Graduate Research Seminar and to change the description.

Old description: This course guides students in their design and completion of the master's paper. It operates as an intellectual workshop where throughout the semester students share with the group the process as well as the results of their research. Special attention is given to the formation of research questions, research methodology, and writing appropriate literature reviews.

New description: Among the most important aspects of graduate training is learning how to translate your broader sociological interests into a focused research project that offers contributions to the scientific community. The Graduate Research Seminar is designed to guide MA and PhD students through the process of producing an empirical research paper from beginning to end, including developing a unique research question that is grounded in the existing literature, answering your question through the analysis of quantitative or qualitative data, and communicating your findings to a relevant audience. In this intensive 6.0 credit course, the overarching research project will be scaffolded through assignments that ask you to engage with and build on these steps while integrating feedback from your instructors and peers along the way. The objective is for your final paper to be used for purposes beyond SOCIOL 694 course requirements and to serve as a building block in your larger research agenda. For MA students, the final paper must be accepted by the two instructors to fulfill the capstone requirement for the MA degree. Doctoral students may use

the course to prepare for the Empirical Paper Comprehensive Exam. Please note that students need a background in quantitative and/or qualitative research methods prior to enrolling in this course.

Rationale: The name and course description are being changed to note that this course is open to both MA and PhD students. SOCIOL 694 will continue to be the MA capstone course. There are already PhD students in this course; dropping the MA from the course title will indicate greater inclusion.

Motion #10

From: SGISD

Request for a new course: a new core course, REHAB 618 Transition of Youth with Disabilities, in the Rehabilitation Counseling Master of Science Program – Vocational Track. This course will replace an elective so the number of credits for the degree will not change.

Description: The process of transitioning from K-12 education to post-secondary education or work is often a challenging time for youth with disabilities and supports are often required for successful outcomes. This course will help to prepare professionals who intend to work with youth and young adults with disabilities during this transition phase. An emphasis will be directed towards models/frameworks of transition, legislation affecting services, professional roles, and systems in service provision. The goal is to provide students with an orientation to the stakeholders and professions involving transition, especially avenues for improved collaboration. This course is designed to promote scholarly discourse about the topics related to transition and will require students to take an active participation in the materials, reading, and discussions throughout the semester.

Rationale: Support for the transition of youth with disabilities from school to work is crucial. Youth with disabilities are more likely to be unemployed or underemployed. This is a status that will likely follow them into adulthood unless they receive additional services and supports. This course explores best practices for service providers supporting youth with disabilities to make a successful transition to work and independent living.

Motion #11

From: CLA

Request for a course change, to increase the total credits allowed and number of completions allowed for PSYDBS 693 Seminar in Development and Brain Sciences from 6 credits and 2 completions allowed to 12 credits and 4 completions allowed.

Description: This course covers topics of interest to the DBS Program faculty with a focus on classic article on the topic and recent paper of significance on the topic. The objectives for this course focus on the following core competencies: ability to clearly communicate and present research and scholarly material, develop critical skills required for evaluation

research, and to gain knowledge of the history and recent advances on a relevant research topic.

Rationale: This course is designed to expose students within both cognitive and behavioral neuroscience concentrations to scientific methodologies across disciplines and to build core competencies around consuming and presenting research. Since topics routinely change across semesters, we believe students would benefit from taking this course multiple times at different levels of their graduate studies. The increase in allowable credits will encourage participation by upper-year students. First and second year students will have the opportunity to learn from third- and fourth-year students with greater research/department experience. Students at all levels will benefit from presenting their research and receiving/providing feedback.

Motion #12

From: CM

Request for a course change: **to change the description of MBAMGT 689 Strategic Management** and to replace the current pre-requisite of instructor consent with the student has to be enrolled in a College of Management graduate degree and have successfully completed at least 12 credits from MBA core courses: MBA AF 601, MBA AF 610, MBA AF 620, MBAMGT 650, MBAMGT 660, MBAMKT 670, MBAMS 630, MBAMS 635, MBAMS 640.

Old description: Considers the diverse situations typically confronted by upper-level management and strategies for managing these situations, using knowledge acquired through study of the MBA Core. These strategies are based on an analysis of the internal conditions of the firm and the constraints and opportunities afforded by the external environment. Students learn to develop strategy implementation plans that provide detailed descriptions of appropriate executive action.

New description: This course serves as a culminating experience for MBA students, emphasizing the formulation and execution of business strategies in dynamic environments. Students will apply analytical tools and strategic frameworks to tackle complex challenges faced by real-world organizations. With a focus on decision-making, competitive analysis, strategic management and strategy development, the course integrates knowledge from previous coursework, enhancing students' strategic thinking and leadership abilities. Through engaging projects, students will gain practical experience in crafting sustainable and ethical strategies that drive organizational success.

Rationale: The pre-requisite change aims to streamline the enrollment process by reducing administrative burden for students, staff, and faculty, while ensuring that students have enough foundational knowledge to succeed in the course. The proposal also updates the outdated course description to better reflect the dynamic and practical nature of the class, emphasizing real-world strategy.

Appendix B

Motion that the Dean Search Committees Rank the Candidates on the Short Lists (as amended)

By: Peter Lert, CSM; Chris Barcelos, CLA; and Maxim Olchanyi, CSM

1. The Faculty Council understands that the charge now given by the Provost to Dean Search Committees specifically prohibits the Committee from ranking the short list candidates by faculty preference, contrary to historical practice. This Council finds that this prohibition does not allow for adequate expression of faculty preferences, and therefore the Faculty Council deems the existing prohibition (since November 2024) on ranking the short list to be unacceptable.
2. The Faculty Council recommends that the Dean Search Committees, both current and future, in every college, be charged with producing a ranked short list of candidates.
3. The Faculty Council requests that, should the Provost overrule this recommendation, that in his response to the Council on this matter the Provost state clearly the requirement for unranked short lists in the Dean Search Committee charge, and that he provide written reasons stated in detail for his decision, as required by the Trustee Policy on University Governance, and that the Provost respond prior to the next meeting of this Council in April 2025.
4. Barring the approval of ranking of the candidates, the Provost creates a mechanism by which the college faculty survey regarding campus finalists be shared with the Dean Search Committees who will then meet with the Provost to discuss these results prior to making any offer.

Background: To the best of the Faculty Council's knowledge, a ranked short list has been a standard part of the final product of Dean Search Committees for many years. However, on November 22, 2024, the situation changed: at the kick-off meeting of the CSM Dean Search Committee, the Provost explicitly requested that the resulting short list (which was four candidates long) be unranked.

[Supporting Documents](#)

- a) CSM Senate Agenda of December 9, 2024, item 2.d: Motion to recommend that the final product of CSM Dean Search Committees, current or future, be a ranked short list of the candidates.
- b) CSM Senate Minutes of December 9, 2024, item 5: Motion to recommend that the final product of CSM Dean Search Committees, current or future, be a ranked short list of the candidates was passed, unanimously.

c) CLA Senate Agenda of December 16, 2024, item 5.a: Motion to recommend that the final product of CLA Dean Search Committees, current or future, be a ranked short list of the candidates.

d) CLA Senate Minutes of December 16, 2024, item 5.a: Motion to recommend that the final product of CLA Dean Search Committees, current or future, be a ranked short list of the candidates was passed.

Appendix C

Job satisfaction at UMB

By: Marlene Kim (CLA)

Whereas the Job Satisfaction surveys conducted by CSM and CLA have gained interesting findings, but

Whereas these surveys were not administered campus-wide,

Be it proposed that this survey be distributed to the entire campus through the FC distribution list, and

The CLA satisfaction survey be used with the addition of a field for College or School, and

Also the addition of a question asking about satisfaction regarding “Support for your discipline as an intellectual endeavor;” and

Volunteers (to be determined) will write, tabulate and report the results.