



Faculty Council Meeting
Monday, March 3, 2024, 1:00-3:00 PM
Chancellor's Conference Room
Third Floor, Quinn Administration Building
<https://www.umb.edu/faculty-staff/faculty-council/>

Agenda

Supporting documents may be found in the March folder here: [2024-2025 Faculty Council Meeting Documents](#)
To access these documents, you must be signed into your UMB account

I. Motion to approve the agenda

II. Motion to approve the February Meeting Minutes

III. Update on election timeline; reminder to self-nominate if term is ending in 2025

IV. Motion from Neal Bruss, Chair, General Education Committee. Motion to approve Karen Grayson, English Department, College of Liberal Arts, for the General Education Diversity Subcommittee.

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

VI. Motion that the Dean Search Committees Rank the Candidates on the Short Lists
By: Peter Lert, CSM; Chris Barcelos, CLA; and Maxim Olchanyi, CSM. (**See Appendix B below**)

VII. Motion from Marlene Kim: Job satisfaction at UMB (**See Appendix C below**)

VIII. 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

IX. 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

X. Discussion of previously circulated reports from student government:

- Representatives from the Graduate Student Government - Jonathan Vega Martinez, GEO Organizing Committee
- Representatives from the Undergraduate Student Government – Julia Olszewski, Vice President

XI. Announcement: Curriculum 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)

XII. Announcement: Academic Procedure Committee: Nelson Lande (Sr. Lecturer III, Philosophy, CLA rep to Faculty Council) and Steve Ackerman (Associate Professor Honors College and Chair of Academic Affairs) have volunteered.

XIII: Discussion of Campus Response to Executive Orders. For context, see [College Leaders respond to Executive Orders Media Coverage.docx](#)

XIV: Involving faculty governance in comprehensive evaluation visit by the New England Commission of Higher Education (NECHE) Sunday 3/23/2025 – Wednesday 3/26/2025. Public comments accepted until 3/23:
<https://www.umb.edu/about/accreditation--rankings/>

XV. New Business

XVI. Motion to Adjourn

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

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.

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 (Marlene Kim)

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.