



University of Massachusetts Boston  
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University Governance  
Faculty Council

[https://www.umb.edu/faculty\\_staff/faculty\\_council](https://www.umb.edu/faculty_staff/faculty_council)

October 6<sup>th</sup>, 2025

### **Minutes for Monday, October 6, 2025, 1:00 – 3:00 pm**

**Members Present:** Amy Todd (CLA); Ana Lindsay (CNHS); Andre Maharaj (CEHD); Anthony Van DerMeer (CLA); Dan Finn (CLA); Gonzalo Bacigalupe (CEHD); Gretchen Umholtz (CLA); James Soldner (CEHD); Jose D’Incao (CSM); Judith Pare (CNHS); Kathryn Archard (CM); Lorena Estrada-Martinez (SFE); Lynne Benson (CLA); Marlene Kim (CLA); Mehran Azimi (CM); Nelson Lande (CLA); Niya Sa (CSM); Peter Lert (CSM); Richard Hunter (CLA); Shaman Hatley (CLA); Timothy Oleksiak (CLA); Todd Drogy (HC); Travis Johnston (CLA); Tyler Hull (CM)

**Members Absent:** Abdelkrim Mouhib (CLA); Larry Kaye (CLA); Leon Zurawicki (CM); Lisa Heelan-Fancher (CNHS); Daniel Gascon (CLA - *on sabbatical Fall 2025*); Jeffrey Stokes (CNHS - *on sabbatical Fall 2025*); Lusa Lo (CEHD - *on sabbatical Fall 2025*)

**Representatives Present:** Caroline Coscia (FSU); Alexa McPherson (CSU); Jonathan Vega Martinez (GEO)

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#### **I. Motion to Approve or Amend the Agenda**

*Motion Approved – unanimous*

#### **II. Motion to approve the September 8, 20205 Meeting Minutes**

*Motion Tabled until November Meeting, minutes were not uploaded beforehand*

#### **III. Motions from the Graduate Education Committee (see [Appendix A](#))**

*Motions Approved – unanimous*

#### **IV. Motion from the Graduate Studies Committee (see [Appendix B](#))**

*Motions Approved – 15 in favor, 1 abstention*

#### **V. Motion regarding campus-wide faculty satisfaction survey**

Motion to recommend that administration and leaders of faculty governance bodies work together to conduct a periodic campus wide faculty satisfaction survey to be administered during the period of responsibility with results shared *with faculty governing bodies* by the end of 2026. The Faculty Council recommends administration contracts with the Harvard Graduate School of Education's Collaborative on Academic Careers in Higher Education (COACHE) (Faculty Job Satisfaction Survey and the Faculty Retention and Exit Survey) or an analogous group for objectivity, consistency and comparative value over time and between institutions.

- Efforts initiated in Spring 2025 to have Faculty Council implement this survey, concerns raised regarding long-term inconsistency due to members' rotating terms; thus motion calls for Administration to contract a third-party to manage surveys
- Draft survey produced by working committee will be handed off to contracted party
- Amendment: insert "with faculty governing bodies" into end of first sentence

*Amendment Approved – unanimous*

*Motion Approved, as Amended – unanimous*

## **VI. Motion to request clarification on Periodic Multi-Year Reviews of Senior Administrators**

- Executive Team Evaluation Schedule available here:  
<https://www.umb.edu/media/umassboston/editor-uploads/about/Executive-Team-Evaluation-Schedule.pdf>
- Chancellor is reviewed by BOT every 3 years; this differs from internal review process for other administrators
- Vice Chancellors and Deans are reviewed by the Chancellor every 5 years, with the support of an ad hoc review committee, including one committee member designated by Faculty Council.
  - Chancellor advises VC Kirleis was most recent administrator to be reviewed, FC designee was Alice Carter
  - Chancellor clarifies that FC selects one designee 'most aligned' with work of VC under review, advises 'there is a process' to solicit wider feedback from other faculty members
  - Chancellor confirms review of VC Megan Sullivan scheduled for 2025 has already taken place, will report back on if a FC designee was involved
- FC requests documentation of exact procedures entailed in review process, including opportunities for faculty participation; clarification on scheduling to ensure faculty members receive adequate advanced notice; and how findings of reviews will be communicated to faculty members

*Motion Approved – unanimous*

## **VII. Sheltered bus stop at Bayside**

- VC Kirleis advises University is in process of negotiating agreement with developers to sell entire Bayside property, including closing the parking lot; therefore no permanent investments in improving the lot will be made
- VC Kirleis advises plans to identify a new reduced-cost parking option to replace Bayside Lot are part of ongoing negotiations with cross-union parking bargaining committee; advises faculty members to direct questions to union representatives

## **VIII. Motion to discuss improvement of campus emergency communications**

- Instructors teaching in University Hall at time of incident were never provided with clear guidance on whether to shelter in place or evacuate
  - Classes were eventually evacuated onto Campus Center Lawn during what they believed to be an ongoing active shooter event, students and faculty report feeling like ‘sitting ducks’ being left out in the open
- Instructors teaching in McCormack Hall at time of incident could see police activity on plaza through windows but likewise received no guidance on how to respond
  - Faculty report they are unable to lock classroom doors in McCormack Hall
  - Faculty inquire if windows on ground floor classrooms are bullet proof
- Faculty in Wheatley-Peters Hall report that many classrooms and offices do not have cellular service, occupants never received emergency alert notifications at all
- Faculty report still not receiving any guidance when calling UMBPD, operators were confused and unable to advise how to respond either
  - Faculty report Law Enforcement Officers on ground behaving aggressively and responding with hostility to faculty seeking guidance
  - Students report having weapons pointed at them by Law Enforcement
- Shuttle Bus operations were never halted during incident, drivers were unaware incident was taking place and not advised how to respond
- Faculty convey need for real time guidance in future emergencies, both for practical instructions (e.g. shelter vs. evacuate) and to dispel rumors from circulating
- Students report being upset with self-congratulatory tenor of post-incident communications from University, feeling excluded from venues to provide feedback and concerns based on their experiences
- Faculty suggest convening open forum to campus community members to process experiences together. Faculty notes that training drills and security-centric preparations are often re-traumatizing experiences, campus community needs spaces for collective healing rather than revictimization.
- Administration met to debrief with first responders and with campus unions (DCU, FSU, PSU, and CSU); Faculty reiterate need for broader campus public to be provided an opportunity to provide feedback based on their experiences
- Chancellor refers to incident as ‘low probability, high impact’ event. Initial incident originated at Edward M Kennedy Institute (EMKI) and triggered several false reports on campus, those calls are still being investigated. Chancellor met with impacted

students from Resident Halls after the incident ended. University provided 6 therapy dogs on Friday and ‘multiplicity of other interventions’.

- Provost advises on upcoming opportunities for Active Threat Response Training, online and in-person. Recommends all faculty review Emergency Preparation Checklist.
- VC Kirleis clarifies regarding Law Enforcement coordination that JFK Library is a federal property and EMKI is a private (non-governmental) entity.

**IX. Discussion of previously circulated reports from administrators:**

- Reports posted: [5. Administrators' Reports](#)

**A. Chancellor – Marcelo Orozco Suárez**

**B. Provost and Vice Chancellor for Academic Affairs – Joseph Berger**

- GEO requests update on Memo defining what constitutes a Graduate Assistantship, discussed during previous meeting. Provost advises it has not been released yet but is coming soon.

**C. Vice Chancellor for Administration and Finance – Kathleen Kirleis**

**X. Discussion of previously circulated reports from union representatives:**

- No discussion, reports posted: [6. Reports from Representatives to Faculty Council](#)

**XI. Motion to Adjourn**

*Motion Approved – unanimous*

## Appendix A

### GEC Motions for October 6, 2025 FC Meeting

*All materials available for review on Curriculog*

**1. Moved: That the revision of the rationale of the Humanities Distribution proposal for HIST 155, Propaganda in History, be approved.**

The revised and original rationales and the syllabus may be found in Curriculog.

**Discussion:** History 155, Propaganda in History, was approved for the Humanities Distribution by the Faculty Council on May 5. The Provost returned the proposal on June 18, acknowledging that the course developed skills appropriate for a General Education distribution but requesting clarification of how the course qualified for General Education. The course had already been approved as a “new” course, and no change was requested in the course itself. The revision request was consistent with General Education guidelines.

Under the Distribution guidelines, courses in the Arts and Humanities Distribution are required to “provide significant opportunities” for the following:

- to investigate a variety of ways in which aesthetic, moral, intellectual and/or spiritual aspects of the human condition are articulated, and
- to understand such humanistic modes of inquiry as historical research and analysis and interpretation of texts, ideas, and symbolic expression.

Further, “Courses given the Humanities designation must devote substantial attention to assisting students to identify and explore the values which underlie philosophical, historical, and/or literary expression.”

The syllabus course calendar lists topics by historical period that involve expressions of aesthetic, moral, and spiritual values and values pertaining to literature and political philosophy.

After consultation, the rationale was revised, particularly in its first paragraph, to foreground the two Humanities capabilities that a student would gain from the course. Here is the revision’s first paragraph:

HIST 155, Propaganda in History, teaches students the central Humanities capabilities of interpreting works of culture in their historic contexts and of defining works’ social and political roles in relation to said contexts. It thus encourages the multifaceted approach to art and literature that is the hallmark of the Humanities; the course examines individual works as aesthetic objects, as examples of particular genres, as political statements, as products of client-patron relations, and as carriers of philosophical values. Building the course around case studies provides students with time to consider the multiple facets of each primary source, something that can be difficult to achieve in a history survey.

Here is the first paragraph of the original, May 3, rationale:

I request that HIST 155 be designated a Humanities distribution course. The course focuses on the ways in which histories, biographies, speeches, letters, and other polemical texts have sought to influence and direct human behavior. It also examines how, in certain instances, works of literature and art were crafted as tools of propaganda. For each of our case studies, we first examine and discuss the genre standards to which artists and authors sought to adhere. We next explore the moral, philosophical, and religious values exhibited in particular sources. Only then do we turn to the political and polemical messages the sources display. For example, Manetti's biography of Nicholas V follows the model of Plutarch's ancient biographies. Manetti sets out a model of leadership, one premised on the importance of justice, careful religious observance, and patronage of art and architecture. However, he is also trying to advance a polemical argument about the power of the papacy and its position relative to other European powers. Simultaneously, he is advertising his own humanistic skills, showing how they can be valuable to a range of patrons. To understand this biography, it is essential to consider its form, content, and its role in papal propaganda.

The revision was submitted to and approved without objection by the levels of General Education review prior to the Faculty Council.

## Appendix B

### GSC Motions for October 6, 2025 FC Meeting

*All materials available for review on Curriculog*

#### Motion #1

**From: MCNHS**

**Request for a course change** to EHS 898 Directed Research in Exercise and Health Sciences, to change the description, change the maximum credits, and change the grading basis to Satisfactory/Unsatisfactory. This was an omitted change during the recently approved Exercise and Health Sciences (EHS) PhD program modification process. The maximum credits for the course that a student can register for each semester would be changed from 6 credits to 9 credits. The total maximum credits for this course would be changed from 6 credits to 36 credits. The minimum requirement for the degree is 6 credits of EHS 898 and only 6 credits can be counted towards the degree. These proposed modifications do not change the requirements of the curriculum, nor the course content.

**Old description:** The directed study offers the student the opportunity to continue their studies in an in-depth manner in a subject/topic of their choice. The student will work with their primary advisor to devise methods to further explore and evaluate current concepts in their area of study while working on skills and competencies that are required in the field of exercise science. Particular emphasis is placed on the understanding current scientific literature, research methods, and clinical implementation of advanced exercise and health science topics.

**New description:** The directed study offers the student the opportunity to continue their studies in an in-depth manner in a subject/topic of their choice. The student will work with their primary advisor to devise methods to further explore and evaluate current concepts in their area of study while working on skills and competencies that are required in the field of exercise and health sciences. Particular emphasis is placed on the understanding current scientific literature, research methods, and clinical implementation of advanced exercise and health sciences topics.

Class note: At least 6 credits are required. The specific format, course content, and specific research components will be determined upon discussion between student and the faculty advisor. The student will meet regularly with the faculty advisor and carry out all research components upon agreement.

**Rationale:** These changes will allow students who have completed all coursework but still need more time to prepare for their Qualifying Exam and/or to collect preliminary data for their dissertation proposal defense to register for 9 credits in a semester to maintain full student status. Also, in some cases (e.g., part-time students), students may need more time to move on to take the Qualifying Exam or proposal defense. This change will allow students to continue registering for research credits until they are ready to move on to the next stage.

**Motion #2**  
**From: MCNHS**

**Request for a course change** to EHS 899 Dissertation, to change the maximum number of credits a student can register for in a semester from 6 to 9, change the number of completions allowed from 4 to 12, and change the total number of credits allowed from 24 to 72. These proposed modifications do not change the requirements of the curriculum, nor the course content.

**Rationale:** This change will allow students who have completed all coursework and only need to work on their dissertation project to register for 9 credits a semester to maintain full-time student status. While the minimum requirement for the EHS PhD program is 18 credits of dissertation, oftentimes students need more time (sometimes multiple years) to complete their dissertation. This change will allow students to continue registering for dissertation credits until they finish.

**Motion #3**  
**From: CLA**

**Request for a program change** to the Sociology PhD program. In the current catalog, the Sociology PhD is listed as 36 PhD credits after a master's degree (up to 36 master's credits can be transferred in), for 72 credits total. Students entering the Sociology PhD program with just a bachelor's degree complete the requirements needed to earn the MA in Applied Sociology degree (37 credits) en route to the PhD.

**The proposed changes to the program would:**

- 1) list all the courses for the PhD in the curriculum instead of just the 36 credits required after the master's. The curriculum will consist of 29 credits of required courses: SOCIOL 604, 607, 609L, 650, 651, 652, 610 (3 cr. each); 694 (6 cr.); 700, 701 (1 cr. each), plus at least 30 credits of electives and at least 6 credits of dissertation. Total number of credits required will be 71. The terminal MA program and the PhD program should be considered as separate programs.
- 2) discontinue SOCIOL 702: Proseminar III: Developing professional skills and preparing for job market, reducing the total number of credits required to 71. This proseminar, offered only to PhD students, does not work for students because the timing of the course given funding packages means students have not yet written their dissertation proposals and so are not ready to think seriously about the job market, and given the diverse career interests of the students, dissertation chairs are best positioned to provide personalized job market advice to their students.
- 3) make SOCIOL 610 Teaching Sociology and SOCIOL 694 Research Seminar required courses for PhD students. Currently, PhD students who come to the program with an outside MA are not required to take SOCIOL 610. This means some of the PhD students have less preparation to be in the classroom as Teaching Fellows than the terminal MA students (nearly all of whom take 610). Teaching experience is important to students' success in the job market. Students who take SOCIOL 694 are much more likely to graduate with a publication and therefore do better on the academic and applied job markets.
- 4) change the Theory/Method Comprehensive Exam to an Empirical Paper Comprehensive Exam. Current policies have created a situation in which preparation for this exam is uneven, unstandardized, and yields inconsistent results. Most peer departments do not have comprehensive exams that test cumulative coursework; if students take and pass the



required courses that form the basis of the T/M exam, the T/M exam as it has evolved is redundant. The Empirical Paper Comprehensive Exam (EPC) will better prepare students for research-focused careers and will streamline progress to the degree. This research paper will show whether they have sufficient mastery of deploying both theory and methods to continue in the PhD program and prepare for substantive comps.

#### **Motion #4**

**From: CM**

**Request for a program change** to the Clean Energy and Sustainability Certificate. The certificate consists of 1 required course and 3 electives. The current required course is a choice from 3 practicum/projects, 2 of which are rarely or never offered. The required course would be changed to MBAMGT 671L/UPCD 671L Introduction to Environmental Management (currently an elective). The current required courses that are still offered would be moved to the list of electives. 4 new electives will be added: MBAMGT 696, ENVSCI 726L, ENVSCI 675L, ENVSCI 623L.

**Rationale:** The CES certificate was launched almost 14 years ago and is due for review and revision. College of Management faculty involved in supporting the certificate met with the School for Environment faculty and agreed on how to revise the CES certificate. Many of the current ENVSCI courses in the certificate are not offered regularly, which presents challenges for students aiming to complete the certificate in one year.

#### **Motion #5**

**From: CM**

**Request for a program change** to the Business Analytics MS, to add MBAMS 635 Operations Management (an existing course) to the electives under the Supply Chain Analytics Track to provide options for students who are specializing in Supply Chain Management.

**Rationale:** This course is relevant to supply chain analytics and familiarizes students with the analysis, planning, and control of operations and will add flexibility to the program.

#### **Motion #6**

**From: CM**

**Request for a new course**, MBA AF 651 Fixed Income Securities and Analytics, that presents the material to enable students to pass the fixed income securities portion of Level I of the CFA Exam.

**Description:** This course introduces the fixed-income markets, fixed-income securities, and tools employed by market participants to the analysis of fixed-income investments. It will provide students with a sound understanding of the types of fixed-income securities in the marketplace and their features, as well as how to price these securities and how to measure their risk. The covered topics include: U.S. government debt, corporate bond, fixed income investment risk management, mortgage-backed securities and other structured debt, and fixed income securities related derivatives.

**Rationale:** Fixed income markets play a crucial role in global finance, encompassing government and corporate bonds, mortgage-backed securities, and other credit instruments. A comprehensive understanding of fixed income securities is essential for finance professionals engaged in investment management, risk assessment, corporate finance, and financial regulation. By offering this course, UMass Boston will provide students with a well-rounded finance education, essential for careers in asset management, banking, and financial services. By combining theoretical rigor with practical applications, the course will ensure that students are well-equipped to navigate the complexities of fixed income securities and markets.

#### **Motion #7**

**From: CM**

**Request for a new course,** MBA AF 642 Machine Learning in Finance, to meet the demand for a new area in finance that has been growing significantly in recent years. This class has been offered as MBA AF 697 - Special Topics in Spring 2024 and Spring 2025.

**Description:** The primary goal of the course is to introduce students to the fundamental concepts of machine learning and how they can be applied to financial problems using Python. Students will learn the basics of Python programming, as well as the essential tools and techniques for data analysis and visualization. Students will learn how to use Python libraries such as NumPy, Pandas, and Scikit-learn to build predictive models, visualize data, and evaluate performance. Students will learn how to leverage web scraping and textual analysis techniques to extract and analyze financial data from online sources. Upon completion of the course, students will have the necessary knowledge to apply machine learning techniques to real-world financial problems.

**Rationale:** This course is designed to fill the gap between financial expertise and machine learning skills. Students will learn how to apply ML algorithms to real-world financial problems such as asset pricing and market prediction. By integrating theoretical finance knowledge with practical ML techniques, this course provides a comprehensive skill set that is highly sought after in today's job market.

#### **Motion #8**

**From: MCNHS**

**Request for a new course,** GERON GR 642 Policy Foundations in Dementia Care Services, to address the need for an understanding of the impact of the increasing number of people living with dementia including policy, program and service needs and cost.

**Description:** National, state/regional and local governments are paying more attention to the problem of Alzheimer's disease and related dementia, frequently designating staff to facilitate dementia planning processes or implement programs. All 50 States, Washington, D.C. and Puerto Rico have developed dementia plans and many states are updating plans that are over 5 years old. Globally, 45 nations have a national plan, making headway on the World Health Organization's (WHO) target of all nations having a plan or substantial Alzheimer's disease policy or program within a broader national policy frame such as a non-communicable disease plan. Long-term services and supports providers and health systems are re-defining how they will or will not provide specialized

services to persons with dementia. This course offers aging services professionals training in Alzheimer's disease/dementia care issues, information about effective policy approaches, and resources to mobilize activities that make sense at different levels. Students will be provided with the tools to identify a relevant, real-life dementia policy problem, formulate an achievable solution and present their solutions to decision-makers. The session will culminate in a mock presentation to a decisionmaker for critique and assessment for future action.

**Rationale:** This elective course provides students with an understanding of the critical problem society faces with the increase in dementia diagnoses. It will provide a strong base in policy, service delivery, and supports to students who work with older adults.