



Faculty Council
https://www.umb.edu/faculty_staff/faculty_council
Monday, November 7, 2022, 1:00-3:00 PM
Chancellor's Conference Room
3rd floor, Quinn Administrative Bldg.

Agenda

I. Approval of the Agenda

II. Motion to approve the October minutes

III. Motions from the General Education Committee

Motion 1: That Gerontology 180, Diversity and Aging, be approved as satisfying the Social and Behavioral Sciences Distribution. (From the Distribution Subcommittee; in Curriculog.)

Course Description: This course provides an overview of the diversity of the aging population in the United States, and the influence that this diversity has on the lived experience of aging individuals, through a multidisciplinary lens, using a life course and cumulative advantage framework. Key concepts, current research findings, and important policies concerning older adults are discussed. "Diversity" in this course is construed broadly to incorporate race, ethnicity, gender identity and sexual orientation, immigration status, and ability, as well as how these identities interact--intersectionality."

Rationale: In addition to its focus on the Social and Behavioral Sciences, the course provides training in Verbal Reasoning (Critical Thinking) and Critical Reading and Analysis, two of the five General Education capabilities as required for all Distribution courses.

Motion 2: That Modern Languages/French/Italian/German 377L, Rebellion! On Being Young in European Fiction, be approved as satisfying the World Cultures distribution requirement. (From the Distribution Subcommittee; in Curriculog.)

Course Description: This comparative literature course examines youth cultures, intergenerational relationships and conflicts, coming-of-age stories, narratives of filial rebellion, and the quest for one's own identity in French, German, and Italian fiction. Through this thematic lens, the class introduces students to key authors, genres, and movements in European literary history between the 18th century and today, while also focusing on the interconnectedness between literature and culture. Taught in English. MLLC 377L, FRENCH 377L, ITAL 377L and GERMAN 377L are the same course.

Rationale: This course examines the problem of ethnocentricity, as required for World Culture courses, and teaches two of the five General Education capabilities, Verbal Reasoning (Critical Thinking) and Critical Reading and Analysis as required for all Distribution courses.

Motion 3: That Women’s, Gender, and Sexuality Studies/American Studies 343L, The Cultural Politics of HIV/AIDS, be approved as satisfying the Humanities distribution requirement. (From the Distribution Subcommittee; in Curriculog.)

Course Description: This course uses feminist, queer, and critical race frameworks to interrogate the social, political, and cultural aspects of HIV/AIDS. Not merely a virus, HIV is also a set of cultural meanings tied to gender, race, nation, and the body. By focusing on political activism and cultural production (film, art, etc.) we will employ a critical humanistic approach to the epidemic that goes beyond biomedicine or epidemiology. Because a great deal of the popular and scholarly attention to the AIDS crisis has focused on white, gay, cisgender men the course examines the politics of HIV/AIDS through an intersectional lens that takes into account how race, gender, class, nationality and so on have shaped the crisis and the experiences of people living with HIV/AIDS. Although we will focus on the cultural politics of HIV/AIDS in the United States from the time the crisis emerged in the early 1980s through day, we will also consider the pandemic in terms of US empire.

Rationale: The course provides training in Verbal Reasoning (Critical Thinking) and Effective Communication (Writing and/or Speaking), two of the five General Education Capabilities, as required of all Distribution Courses.

Motion 4: That Women’s, Gender, and Sexuality Studies/American Studies 343L, The Cultural Politics of HIV/AIDS, be approved as satisfying the U.S Diversity requirement. (From the Diversity Subcommittee; in Curriculog.)

Course Description: This course uses feminist, queer, and critical race frameworks to interrogate the social, political, and cultural aspects of HIV/AIDS. Not merely a virus, HIV is also a set of cultural meanings tied to gender, race, nation, and the body. By focusing on political activism and cultural production (film, art, etc.) we will employ a critical humanistic approach to the epidemic that goes beyond biomedicine or epidemiology. Because a great deal of the popular and scholarly attention to the AIDS crisis has focused on white, gay, cisgender men the course examines the politics of HIV/AIDS through an intersectional lens that takes into account how race, gender, class, nationality and so on have shaped the crisis and the experiences of people living with HIV/AIDS. Although we will focus on the cultural politics of HIV/AIDS in the United States from the time the crisis emerged in the early 1980s through day, we will also consider the pandemic in terms of US empire.

Rationale: The course’s intersectional approach of race, gender, class, and nationality satisfies the requirement of exploring at least two dimensions of diversity.

Motion 5: That Women’s, Gender, and Sexuality Studies/Latinx Studies 229L, be approved as satisfying the U.S. Diversity requirement. (From the Diversity Subcommittee; in Curriculog.)

Course Description: This interdisciplinary course combines Latinx/o/a Studies and Sexuality Studies with a feminist lens to examine how sexuality both shapes and is shaped by immigration, race, class, gender, gentrification, language, religion, culture, and kinship. In the tradition of critical ethnic studies, the course examines sexuality by centering Latinx knowledges, histories, cultural production, and everyday lives. Although the primary focus is on Latinx sexualities in the United States, our analysis will

be grounded in a transnational and diasporic context. Topics may include queer latinidad, sexual health, family formations, sex work, media representation, social movements, and visual and performing arts. Rationale: The course's focus on the range of Latinx peoples and varieties of sexuality, with its attention to race, class and the other categories of identity mentioned in the course description, satisfies the requirement of exploring at least two dimensions of diversity.

Motion 6: That History 337, Making a Second Sex: Women and Gender in Modern European History, be approved as satisfying the International Diversity requirement. (From the Diversity Subcommittee; in Curriculog.)

Course Description: This course examines the history of Europe from the Enlightenment through the present, using the primary prism of women and gender, with secondary, intersectional lenses of class, ethnicity, race, and sexuality. We will focus on gendered themes such as private vs. public, sameness vs. difference, sexuality, feminism, and women's political roles, and we will look at major moments like the Enlightenment, French Revolution, Imperialism, the World Wars, Eastern Europe, Decolonization and Contemporary Identity. At the same time, we will take an intersectional lens to many of the events of European history, using gender alongside of class (in the Industrial Revolution and the Russian Revolution), race (in imperialism and decolonization), ethnicity (especially in discussions of ethnic cleansing in the Balkans), and sexuality (in the interwar period and in the contemporary period). In so doing, we will demonstrate how a focus on women and gender, with implications in class, ethnicity, race, and sexuality, leads to an essential shift in how we think about the major times and events of European history. Due to these multiple themes and foci, this course satisfies the UMass Boston requirement for International Diversity."

Rationale: The course's analysis of women and gender in relation to ethnicity, race, and sexuality, satisfies the requirement of exploring at least two dimensions of diversity.

Motion 7. That History 456, Faith and Politics in Islam: Devotion, Reform, and Jihad in Historical Perspective, be approved as satisfying the International Diversity requirement. (From the Diversity Subcommittee; in Curriculog.)

Course Description: Course Description: This course is an exploration of aspects of faith and politics in Islam. It will trace the spread of ideas of personal reform, rationalism, orthodoxy and Sufi mysticism. The course then looks at the impact of print cultures and new educational institutions in proposing a unified and singular global Muslim identity. The course will also examine devotional and political movements that are central to contemporary Muslim thought. This course satisfies the international diversity requirement by exploring Islamic culture in a global framework, including South Asia, the Middle East, Southeast Asia and Caribbean, and studying the lives, expectations, participation and experiences of women and non-elites in Islamic societies.

Rationale: The course studies Islam in a "global framework," with emphasis on women and non-elites, meeting the requirement of exploring at least two dimensions of Diversity.

Motion 8: That Asian Studies/History 251L, South Asia in the Indian World, be approved as satisfying the International Diversity requirement. (From the Diversity Subcommittee; in Curriculog.)

Course Description: The Indian Ocean region includes Southern and Eastern Africa, the Persian Gulf, South Asia, and parts of Southeast Asia. This course will study the influence of South Asia in the creation of systems of state, and the circulation of goods, labor and capital through his region over two hundred years. This course satisfies the international diversity requirement though focus on the experiences of and interrelationships between participants in the production, trade and consumption of commodities, with a

focus on national origin, social class, and the free and unfree and the intersections of these experiences, identities and conditions.

Rationale: As the course description states, the Indian Ocean region is studied though focus on the experiences of and interrelationships between participants in the production, trade and consumption of commodities, with a focus on national origin, social class, and the free and unfree and the intersections of these experiences, identities and conditions. It thus fulfills the requirement of exploring at least two elements of diversity.

IV. Motion to Approve New and Re-elected Nominees to Faculty Council Standing Committees for a 2022-2024 term:

- **Academic Affairs Committee**
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- **Academic Technology Committee**
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- **Budget and Long-Range Planning Committee**
 - Joel Fish (CSM)
- **Graduate Studies Committee**
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- **Library Committee**
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- **Joint Athletics Committee**
 - Steve Ackerman (Honors College)
- **Research Committee**
 - Douglas Bolender (CLA)
- **General Education Committee and Subcommittees**

**Note: The Executive Committee still seeks nominees for additional vacant seats; additional confirmations are forthcoming.*

V. Motion from the Holistic Evaluation of Teaching Task Force

The Task Force on the Holistic Evaluation of Teaching moves that during the Fall 22 and early part of the Spring 23 semesters the various college senates and departments within each college discuss the recommendations of the task force for a cluster of approaches to provide holistic evaluation of teaching, and we strongly encourage departments to articulate by the end of February 2023 a plan for how best to implement the recommendations within their department and the support and resources needed to do so. A subcommittee of task force members will be available to consult on college and departmental plans.

VI. Resolution on Continuing Development of Africana Studies from the Faculty Council Executive Committee

WHEREAS “the Faculty Council shall have the following purposes.

- A. To ensure the representation and participation of members of the faculty in the governance of the Campus and of the University as a whole.
- B. To ensure the effective coordination of actions taken by the governance units of the individual colleges as they affect the Campus and the University as a whole.
- C. To ensure the transparent maintenance of academic and procedural standards.

D. To discuss and recommend policies and procedures affecting the Campus as a whole.”

WHEREAS the UNIVERSITY OF MASSACHUSETTS BOARD OF TRUSTEES STATEMENT OF UNIVERSITY GOVERNANCE clearly indicates that

“The Board...recognizes that the faculty, the students, and other groups within the University have the right, the responsibility, and the privilege of advising on policies affecting the University.” “When appropriate, governing bodies shall have the privilege of recommending policies and procedures affecting the campus and the University as a whole, including, among other matters, academic matters, matters of faculty status, and student affairs.” “By virtue of its professional preparation and its central concern with learning and teaching the faculty will exercise primary responsibility in such academic matters as curriculum, subject matter and methods of instruction, research, admissions, libraries, and other aspects of University life which directly relate to the educational process.”

WHEREAS the ACADEMIC PERSONNEL POLICY OF THE UNIVERSITY OF MASSACHUSETTS AMHERST & BOSTON dictates and past precedent affirms that “Academic freedom, equal opportunity, and affirmative action are principles to be honored throughout the University, but they are particularly significant in academic personnel policy.” and “The faculty has primary responsibility in matters of faculty status, such as appointments, reappointments, promotions, tenure and salary adjustments.”

WHEREAS Africana Studies (Black Studies) has had a long and rich history at the University of Massachusetts Boston for nearly 50 years resulting in substantial expertise in Africana Studies.

WHEREAS the Provost committed the necessary funds on May 17, 2022, for Africana Studies to hire a senior scholar and two tenure-track faculty positions: one open rank and one assistant professor.

Therefore, be it Resolved that

1. the existing faculty in the Department of Africana Studies at UMass Boston should be included in the processes of identifying the specialties of the three positions and development of the position descriptions.
2. the university should follow the customary process and timeframe for faculty searches, providing adequate time for position advertisement and applications and conducting telephone/video and campus interviews during academic semesters so that faculty and community members can actively participate in such critical functions.
3. members of the search committee should have expertise in the areas of specialty identified for the three new positions and include the representation of the faculty in the Department of Africana Studies.

VII. A Progress Report of the Ad Hoc Committee on the Revision of the Faculty Council Bylaws

VIII. Reports – maximum of 10 minutes

- a. Chancellor – Marcelo Suárez-Orozco
- b. Provost and Vice Chancellor for Academic Affairs – Joseph Berger
- c. Vice Chancellor for Administration & Finance – Kathleen Kirleis
- d. Faculty Representative to the Board of Trustees – Marlene Kim

- e. Representative from the Faculty Staff Union – Caroline Coscia
- f. Representative from the Professional Staff Union – Michael Mahan
- g. Representative from the Classified Staff Union – Alexa MacPherson or Amanda Achin
- h. Representatives from the Graduate Employee Organization—Chidimma Ozor Commer or Jonathan Vega-Martinez
- i. Representative from the Undergraduate Student Government – Dhruv Naik
- j. Representative from the Graduate Student Assembly – Delaney Bowen

IX. New Business

X. Motion to Adjourn