



University of Massachusetts Boston
100 Morrissey Blvd.
Boston, MA 02125-3393

University Governance
Faculty Council

https://www.umb.edu/faculty_staff/faculty_council

December 1st, 2025

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

This is a reconstructed document that replaces a lost document. It was reconstructed by Jason Fasano on 1/30/2026 due to loss of original meeting notes based on the agenda and input from members to fix inaccuracies.

Members Present: Abdelkrim Mouhib (CLA), Amy Todd (CLA), Ana Lindsay (MCNHS), 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 (MCNHS), 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), Shaman Hatley (CLA), Timothy Oleksiak (CLA), Tyler Hull (CM).

Members Absent: Daniel Gascon (CLA), Larry J. Kaye (CLA), Leon Zurawicki (CM), Richard Hunter (CLA), Todd Drogy (HC), Travis Johnston (CLA), Jeffrey Edward Stokes (MCNHS, on sabbatical), Lusa Lo (CEHD, on sabbatical).

Representatives Present: Alexa MacPherson (CSU Representative), Michael Mahan (PSU Representative)

I. Motion to Approve or Amend the Agenda:

Motion Approved – unanimous

II. Motion to approve the November 10 Meeting Minutes

Motion Approved – unanimous

III. Motion to Approve New and Re-elected Nominees to the Faculty Council Standing Committees (See [Appendix A](#))

Motion Approved – unanimous

IV. Motions from the General Education Committee (See [Appendix B](#))

Motion Approved – unanimous

V. Motions from the Graduate Studies Committee (See [Appendix C](#))

Motion Approved – unanimous

VI. Motion to revive the Joint Athletics Committee and the Quality of Life Committee (See [Appendix D](#))

Motion Approved – unanimous

VII. Discussion of previously circulated reports from union representatives:

- Reports posted: [6. Reports from Representatives to Faculty Council](#)
 - A. Classified Staff Union – Alexa MacPherson (CSU President)**
 - B. Professional Staff Union – Michael Mahan (PSU Representative)**
 - C. Faculty Staff Union – Caroline Coscia (FSU President)**
 - D. Graduate Employee Organization – Jonathan Vega Martinez (GEO Representative)**

VIII. Discussion of previously circulated reports from administrators:

- No discussion, reports posted: [5. Administrators' Reports](#)

IV. New Business

- No discussion.

X. Motion Adjourn

Motion Approved – unanimous

Appendix A

Academic Affairs Committee

Steve Ackerman, HC (Chair)

Ling Shi, MCNHS

Jeffrey Stokes, MCNHS (Faculty Council Member; on sabbatical Fall 2025)

Peter Lert, CSM (Faculty Council Member)

Karen Delaney and Sarah Bartlett, Co-Registrars, ex officio

Calvin Hill and Michael Johnson, representative from the Restorative Justice Commission (2025-2026) Timothy Grace, Graduate Student Representative

Jordan Meenaghan, Graduate Student Representative

Open seats: College of Liberal Arts (CLA), College of Education and Human Development (CEHD), School for the Environment (SFE)

Academic Technology Committee

Travis Johnston, (Chair, CLA-Sociology, Faculty Council Member)

Lusa Lo, CEHD (Faculty Council Member); on sabbatical Fall 2025

Kenneth Fletcher, CSM-Computer Science

Jonathan Kim, CM-MSIS; on sabbatical Fall 2025

Wenhua Shi, CLA-Art

Qian Song, MCNHS-Gerontology

Zong-Guo Xia, SFE

Andre Maharaj (CEHD - Counseling & School Psychology)

Judith Pare (MCNHS – Nursing)

Brian White, FSU Representative, CSM-Biology

TBA, Student Representative

Yueqing Chen, Healey Library (Head of Library Systems and Discovery Services), ex officio

Jeffrey A. Dusenberry, ITS (Director of Research Computing), ex officio

Apurva Mehta, ITS (Associate Chief Info Officer), ex officio

Andrew Perumal, Provost's Office, ex officio

Open seats: Honors College (HC), student representative

Budget and Long-Range Planning Committee

Alice Carter, CLA (Chair)

Michael Ahn, CLA/MGS

Nurul Aman, CLA

Peter Federman, CLA

Louise Penner, CLA

Joel Fish, CSM

Laura Hayman, MCNHS

Laurie Milliken, MCNHS

Zong-Guo Xia, SFE

Marlene Kim, CLA (Faculty Council Member)

Daniel Gascón, CLA (Faculty Council Member, on sabbatical Fall 2025)
Michael Mahan, PSU Representative
Joseph B. Berger, Provost and Vice Chancellor for Academic Affairs, ex officio
Mya Mangawang, Vice Provost, ex officio
Kathleen Kirleis, Vice Chancellor for Administration and Finance, ex officio
Chris Giuliani, Associate Vice Chancellor for Administration and Finance, ex officio
Stephanie Walker, Dean of University Libraries
Open seats: Honors College

Financial Aid, Admissions, and Records Committee

Richard Hung, SFE (Chair)
Mona Abo-Zena, CEHD
Serra Acar, CEHD
Cuf Ferguson, CLA Werner Kunz, CM
Ana Christina Lindsay, MCNHS (Faculty Council Member)
John Drew, Vice Chancellor for Enrollment Management, ex officio
Open seats: College of Science and Mathematics (CSM), Honors College

Graduate Studies Committee

Andre Maharaj, CEHD (Chair) Yijia (Eddie) Zhao, CM
Laura Bozeman, CEHD/SGISD Phil Gona, MCNHS
Betsy Klima, CLA
Harry Konstantinidis, CLA
Heather MacIndoe, CLA/MGS (On Sabbatical Leave); Replaced by Peter Federman Brook Moyers, CSM
Patricia Paugh, CEHD
Steve Smith, Healey Library
Michael Tlusty, SFE
Richard Hunter, CLA (Faculty Council Member)
Tracy Baynard, Associate Vice Provost for Graduate Education, ex officio
Open seat: Honors College

Library Committee

Sabreen Darwish, MCNHS (Chair, 2025-2027)
Jaqueline Avila, MCNHS (on leave Fall 2025, returning Spring 2026) Tejaswini Dalvi, CEHD, 2024-2026
Qingjiang Li, CSM, 2024-2026
Mehr Latif, CLA, 2025-2027
Gretchen Umholtz, CLA (Faculty Council Member, 2024-2026) Susan Tan, CLA, 2024-2026
Leili PourRostami, CM, 2025-2027
Hanan Abdelrahman, MCNHS, 2025-2027
Apurva Mehta, Associate CIO, ex officio
Stephanie Walker, Dean of University Libraries, ex officio
Open seats: School for the Environment (SFE), Honors College

Joint Discipline & Grievance

Sarah Hamblin, CLA committee chair

David Patterson, CLA

Laura Bozeman, CEHD

Nelson Lande, CLA

Maria John, CLA

Chandra Yelleswarapu, CSM (on leave fall 2025)

Steven Jackson, CSM

Lisa Rivera, CLA

Open seats: College of Management (CM), Manning College of Nursing and Health Sciences (MCNHS), School for the Environment (SFE) and Honors College

Undergraduate Students:

Celeste Seto, MCNHS: Nursing

Tanisha Jain, CSM: Computer Science

Shane Brown, CLA: Criminal Justice

Ciaran O'Reilly, CLA: Anthropology/English

Graduate Students:

Azure Parker, CEHD

Vincent Briselli, CSM: Chemistry

Marty Simmons, CLA: Public Administration

Sachin Gupta, CSM: Physics

Vajra Badha, CSM: Physics

Non-voting members: ex officio

Shawn De Veau, Associate Vice Chancellor/Dean of Students, ex officio

Lynnel Thomas, The Associate Vice Provost for Inclusive Excellence

Research Committee

Co-Chairs: Dan Remein, CLA and Sun Kim, Nursing

Douglas Bolender, CLA

Dolly Daftary, CEHD

Dan Dowling, CSM

Jeffrey Stokes, MCNHS/MGS (Faculty Council Member, on sabbatical Fall 2025)

Manu Thaklar, MCNHS

Jesse Farmer, SFE

Lusa Lo, CES Subcommittee Representative (Faculty Council Member); on sabbatical Fall 2025)

Lorena Estrada Martinez, SFE (Faculty Council Member)

Open seats: College of Management (CM) and Honors College

Community Engaged Scholarship (CES) Sub-Committee

No Chair

Mona Abo-Zena, CEHD (confirmed)

Alessia Contu, CM (confirmed)

Michael Johnson, CLA/MGS (not confirmed) Sun Kim, MCNHS (not confirmed)

Da Hei Ku, CEHD (confirmed)

Lusa Lo, CEHD (Faculty Council Member) (not confirmed, on sabbatical Fall 2025) Carol

Chandler-Rourke, CLA (confirmed)

Daniel Gascón, CLA (Faculty Council Member (confirmed, on sabbatical Fall 2025)

Open seats: College of Science and Mathematics (CSM), Manning College of Nursing and Health Sciences (MCNHS), School for the Environment (SFE) and Honors College

Appendix B

The General Education Committee and Distribution Subcommittee offer two motions. The proposals for each may be found in Curriculog. (A request to add a member to the Distribution Subcommittee concludes this memo.)

1. Moved: That Anthropology/Native American and Indigenous Studies 333L, Native and Colonial Heritage in Popular Music, be approved for the Humanities Distribution.

Course Description: This course analyzes the popular music representation of Indigenous and colonial histories in North America and beyond. The course asks why these particular stories are prevalent, whether these historical representations are accurate, and who is telling them and from what perspective. Students will explore the emergence and longevity of the heritage themes of American frontiers, colonialism, and “Indians” in North American, European, and other global musics; will trace the ways these themes and their underlying values are variably portrayed and contested as distant and tragic pasts versus deep legacies in contemporary identity and politics; and will be exposed to the role that Indigenous artists themselves have in (re)casting those stories. The course involves listening to rock, metal, hip hop, country, folk, avant garde, and pop music spanning many decades with analytical attention to lyrical content, language, instrumentation, and imagery. These artistic productions will be framed holistically and comparatively in the disciplinary realms of critical heritage studies, Native American and Indigenous Studies, archaeology, and cultural anthropology.

General Education Capabilities (two are required): Verbal Reasoning (Critical Thinking) and Effective Communication.

Motion 2 is pending the Provost’s approval of the new course proposal for AFRSTY 224L.

2. Moved: That Africana Studies 224L, Aesthetics and “Black Womanhood,” be approved for the Arts Distribution.

Course Description: This course explores novels by contemporary African American and Black British women writers who encourage us to rethink our understandings of womanhood and racial identity. It emphasizes aesthetics as a mode of resistance by examining the stylistic innovations employed by contemporary Black women writers to revise oppressive, dominant representations of blackness and womanhood in the US and the UK. The course traces the authors' use of traditional African and Black diasporic beliefs to infuse genres like science fiction and horror with new understandings of Black womanhood that are not restricted to heteronormative, white-centering conceptions of identity. Authors include Toni Morrison, Jesmyn Ward, Helen Oyeyemi, Jackie Kay, Octavia Butler, and Rivers Solomon.

General Education Capabilities (two are required): Verbal Reasoning (Critical Thinking), Critical Reading and Analysis, and Effective Communication (Writing and/or Speaking).

3. The Chair of the General Education Committee requests that the Executive Committee move that Prof. Shaman Hatley, CLA (Asian Studies) be added in the membership of the Distribution Subcommittee.

Appendix C

GSC Motions for December 1, 2025 FC Meeting

All materials available for review on Curriculog

Motion #1

From: MGS

Request for a course change: to change the total credits allowed for CONRES 693 Capstone Seminar from 6 to 3, with only one completion allowed.

Description: Students complete one of 3 types of Capstone projects (Master's Theses, Master's Projects, or Integrative Papers) that integrate the knowledge and skills acquired during their training. Capstones can take a wide variety of forms, including 1) empirical research; 2) apprenticeships with professionals or agencies; 3) evaluations and/or analyses of existing practices; 4) the creation of new dispute resolution programs or curricula, tailored to specific, identified, unmet needs; or 5) conflict analyses and proposed interventions focused on a conflict of the instructor's choosing. Each Capstone culminates in a work product, such as a research paper or written account of an applied project, demonstrating substantial progress beyond previous learning. The accompanying seminar brings together all students working on their Capstone projects to review methods needed for their projects (e.g., research skills, intervention techniques), discuss literature covered in previous courses, and plan for their future learning as conflict resolvers.

Rationale: The program made changes in the last few years that mean taking the course twice is no longer a relevant option; students should only take the course once. However, the formal course change to CONRES 693 had not been made. In the past, students enrolled either for 3 credits (if writing a Capstone paper) or 6 credits (3 + 3 repeated credits) if completing a Master's Project. A few years ago, the program requirements were changed so that students can elect to write an Integrative Paper through the Capstone Seminar (3 credits), or, if completing a Master's Project or Master's Thesis, students enroll in the Capstone Seminar for 3 credits and then enroll in either Master's Project credits (CONRES 689) or Master's Thesis credits (CONRES 699) for 3 credits. For that reason, CONRES 693 should no longer be offered for repeatable credit but instead be offered as only a 3-credit non-repeatable course.

Motion #2

From: CLA

Request for a course change: to change the description of APLING 892 Dissertation Proposal Writing Seminar, to change the primary component from "Lecture" to "Seminar", and to change the grading basis to Satisfactory/Unsatisfactory.

Old description: This course will provide structured support on whole group and individual bases for APLING students who are working on their dissertation proposals. The Seminar compliments students' work with their dissertation chairs and committees. Students who

attend all classes, come prepared, participate in a spirit of professional critique and academic integrity, and develop and present a 50-60 page dissertation proposal will pass the course.

New description: This course provides structured support for doctoral students as they develop their dissertation proposals. Students work independently and in close consultation with their Dissertation Chair throughout the semester as they plan all elements of their research methodology, including participant recruitment, data collection methods, instruments and protocols, analytic methods, ethical considerations, and an anticipated timeline for completion of the dissertation research and write-up. They also work with the Dissertation Chair to identify and invite appropriate additional experts in their field of research to form the dissertation committee. Students develop a Dissertation Proposal that builds on the Qualifying Paper they completed in APLING 891, which they submit to the dissertation committee and present at the Dissertation Proposal Hearing.

Rationale: The course description has been rewritten and the primary component changed to "Seminar" to accurately reflect the nature of APLING 892 as it has always been taught. This course has always been graded as "Satisfactory/Unsatisfactory", but this was previously only noted in the "Course Notes" box instead of in the "Grading Basis" box.

Motion #3

From: CEHD

Request for a new course: an advanced methods course, EDLDRS 756 TESTIMONIOS: Epistemologies, Methodologies, Pedagogies, with the goal of deepening students' understanding of critical narrative traditions. The course previously ran as a Special Topics course in Spring 2025.

Description: This advanced research methods course is designed to advance students' understanding of critical narrative traditions, with a focus on Testimonio Inquiry Analysis (TIA). The course is divided into two parts. First, students will explore the epistemological, methodological, and pedagogical origins of Testimonios, a non-Western tradition of knowledge production. In the second part of the class, students will focus on research design and scholarly writing that incorporates their understanding of critical narrative design. Using a writer's workshop model that is collaborative, supportive, and rigorous, writing topics include generating writing ideas, managing your time around writing, outlining, drafting, editing, style and grammar, and publishing, with the goal of bringing to completion one writing project.

Rationale: The course offers students the opportunity to develop advanced methodological competence, both in theory and practice, through decolonial, relational, and justice-oriented research approaches. Participants are introduced to a new methodological approach that also prompts deep reflection on the relationship between their research, their positionality, and the communities they hope to engage with. While open to all graduate students at the University, this course will also expand the advanced research methods offerings within the Urban Education Leadership and Policy Studies doctoral program.

Motion #4

From: CSM

Request for a new course, BIOL 644 Ecology and Evolution in the Anthropocene, to integrate knowledge from areas such as ecology, evolution, conservation, and genetics to explore the response of biodiversity to anthropogenic disturbances. This course will count towards the elective requirement for graduate programs in the Department of Biology, including the Master of Science in Biology, and the PhD in Environmental Biology.

Description: Human disturbances are a defining feature of the Anthropocene. These alterations are expected to have unprecedented consequences at all levels of biological organization, ranging from genes and traits to ecosystems. The goal of this advanced graduate-level course is to discuss, test, and generate theory and predictions related to how ecological and evolutionary processes unfold in the face of human disturbances, and their implications for the conservation and maintenance of biodiversity. Topics discussed in the course range from fundamental theory and methods in ecology and evolution to empirical and theoretical studies testing those theories in anthropogenic contexts.

Rationale: There are still very few graduate-level courses dedicated to exploring the issues of understanding and predicting the ecological and evolutionary consequences of human alterations to natural ecosystems. Developing a course on this topic within the Department of Biology will expose students to this exciting and growing field of scientific inquiry, as well as providing them with the tools to meet the challenges of ecology and evolution in the 21st century.

Motion #5

From: CSM

Request for a new course: CS 617 VISUALIZING.BOSTON: Data Visualization and Storytelling for the Community. The course was taught as a CS480/CS697 Special Topics course in Spring 2024 with 20 students enrolled.

Description: In this course, you will explore the art of data visualization and storytelling using open data sources from Massachusetts and Boston. Discover the power of data-driven storytelling, a vital tool in journalism, business, advertising, and academia, for conveying information concisely and impactfully to diverse audiences. Learn the skills to process and visualize data effectively and craft compelling narratives using a variety of Python-based and web-based visualization frameworks. You will hands-on create interactive charts, study best design practices, and learn about the fundamentals and future of information visualization!

Rationale: This hands-on course is the first information visualization course at the university, filling a key curricular gap by introducing students to the theory and practice of data-driven storytelling. It expands the Graphics, Computer Vision, and Human-Computer Interaction components of the Computer Science curriculum with applied expertise in data visualization, using open data from Boston and surrounding communities and inviting leading visualization practitioners from the Boston area as guest speakers, giving students direct access to industry and academic expertise.

Motion #6

From: SGISD

Request for a course change: to change the description of GISD 608 Ethics and Professionalism in Global Inclusion and Social Development and to change the short course title from Ethics and Professionalism to Research & Professional Ethics.

Old description: Ethical issues are prevalent in multiple contexts. At the personal level, ethics may determine how we choose to interact with others; within organizations, ethics may influence the strategies used to reach organizational goals; nationally, ethics can have a role in determining priorities and shaping the policy agenda; and at the global level, ethics may often determine the quality of relationships and degree of cooperation between international bodies. Ethical competence by individuals, organizations, and nations requires that one's conduct be congruent with generally accepted moral principles and values. This course introduces students to ethical theory and how ethics are shaped by values, as well as ethical standards and codes that guide professional practice and conduct in global inclusion and social development. The course also teaches students strategies and techniques to identify and help address ethical issues in practice, research, and evaluation in a variety of contexts (local, regional, national, global, cross-national) and settings (health, disability, community development, cross-cultural). Students in the master's and doctoral programs in global inclusion and social development can choose to take this course or the Cultural Competency: Impacts on Innovations and Model Development course.

New description: A good command of research and professional ethics is crucial for building students' research, writing, and publishing skills in academia, for a career in any sector or field, and for living a meaningful life. Understanding research and professional ethics are especially crucial for those who work among communities that face intersecting forms of marginalization, inequality, and injustice based on gender, race, social class, national origin, legal status, intellectual or physical disability or both, age, or any other aspect of difference. This course introduces students to the concept of ethics and to a range of philosophies, moral values and theories of ethics. Students learn about the context(s) within which these values and ethics evolve(d) and about applied ethics. The course also introduces students to research and professional ethics guidelines that inform the work of diverse professional organizations and institutions in the US and globally.

The course draws insights from multiple disciplines. It centers seven interdependent themes: 1) The ethics of community engaged and participatory research, 2) research and professional ethics in conflict affected areas and when working with and for forcibly displaced communities, 3) thinking about ethics, values, and the human condition through literary fiction and film 4) decoloniality and ethics, 5) the ethics of care, including feminist and Black feminist ethics of care, 6) the politics of representation, and 7) ethics and digitality. Professors may introduce additional or different themes based on their or their students' research interests. Teaching and learning in this graduate-level seminar will occur through lectures, class discussions, student presentations, and group work.

Students in the master's and doctoral programs in global inclusion and social development can choose to take this course or the Cultural Competency: Impacts on Innovations and Model Development course.

Rationale: The new short title (which is what appears on a student's transcript) reflects the content of this course better. It indicates that a student who has taken this course studied both research and professional ethics.

The new course description reflects the content of the syllabus, which covers epistemological and theoretical foundations of ethics in relation to different cultures and contexts; current debates around the intersection of ethics and racial justice; feminist and Black feminist ethics of care, community engaged research, and AI ethics. It is also explicitly aligned with the College of Education and Human Development's and UMass Boston's Strategic Plans.

Appendix D

Joint Athletics Committee (inactive but required by our Constitution)

Per Bylaws:

A. This Committee shall

1. Recommend campus policies and procedures on matters related to athletics, and
2. Report these recommendations to the Faculty Council and the Undergraduate Student Government for discussion and approval.

B. Composition: The Joint Athletics Committee shall be composed as follows:

1. Voting members: Refer to Section 10C, "Committee Membership;" four members of the Student Body, three members of the Professional/Classified Staff, one Alumnus, and one community representative.
2. Non-voting members: The Vice Chancellor of Athletics and Recreation and Director of Athletics ex officio.
3. As provided by NCAA-ECAC regulations, the Chairperson of the Committee shall be a member of the Faculty.

C. Term of Office:

1. Members will be appointed for a two-year term.

Quality of Life Committee (Inactive. Not required by Constitution but concerns of faculty fall into this category (e.g. accessibility; mental health; lack of places for faculty to gather and dine; community building))

Per Bylaws:

A. This committee shall

1. Review the quality of the physical facilities and social environment;
2. Consult with the Provost on issues relating to overall health and well-being of faculty, staff, and students;
3. Regularly study campus climate on issues of discrimination; and
4. Advise the Budget and Long-Range Planning Committee of the Council.

B. Composition: The Quality of Life Committee shall be composed as follows:

1. Voting members: Refer to Section 10C, "Committee Membership."
" One member from the professional staff; one student member selected by the Undergraduate Student Government; and one student member selected by the Graduate Student Government.
2. Non-voting members: Ex officio, the Vice Chancellor for Administration and Finance, the Executive Director of the University Health Services, and the Associate Vice Chancellor for Facilities Management.