



UNIVERSITY OF MASSACHUSETTS BOSTON

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An Invitation to Apply for the Position of Provost and Vice Chancellor for Academic Affairs of the University of Massachusetts Boston

Executive Summary

The University of Massachusetts Boston (UMass Boston) seeks a provost who will advance academic excellence at a multifaceted public research university in a great American city. With a distinguished faculty devoted equally to scholarly pursuits, teaching, and service, and with students remarkable for their rich array of ethnic backgrounds, life experiences, and shared commitment to high academic and professional achievement, UMass Boston proudly speaks of itself as “the research university with a teaching soul.” As the only public university in greater Boston, it is committed to keeping first-rate education within reach of its student population, and to actively engaging its local, national, and international constituents through academic programs, research centers, and public service projects.

The new provost will play a central role in shaping UMass Boston’s future, which will include growth in both undergraduate and graduate education, expanded research activity, and new faculty hiring. Also planned is extensive new construction on the university’s enviably located Boston Harbor campus, beginning with an integrated sciences complex, a general-purpose academic building, and a home for the new Edward M. Kennedy Institute for the Study of the U.S. Senate. The university will continue to strengthen research within academic disciplines, and beyond them through five interdisciplinary research clusters that address urban health and public policy; developmental sciences; science and math education and learning research; computational sciences, analysis, and modeling; and transnational, cultural, and community studies.

One of five campuses of the University of Massachusetts system, UMass Boston is nationally recognized as a model of excellence for urban universities. It has over 14,000 students and a faculty of over 900. It offers 81 undergraduate majors and 59 graduate programs, including 15 at the doctoral level. It includes seven colleges and graduate schools, and it also sponsors more than 30 research institutes and centers. Its development efforts and research funding have dramatically increased in recent years.

A 25-member search committee, reflecting an array of campus constituencies, has been charged to present candidates for provost to the chancellor. Isaacson, Miller, Inc, a national executive search firm, has been retained to assist with the search process. This document has been developed with the approval of the search committee and in collaboration with Isaacson, Miller to inform parties about the provost position.

The Institution

“Our mission is to develop in Boston a great public urban university”: that was the resolve sparking the establishment of the University of Massachusetts Boston in 1964. The founders, recognizing that many of the challenges facing modern society lay in its cities, declared, “The urban university must stand with the city, must serve and lead where the battle is.”

This role—“to serve and lead”—gave rise to the distinctive character of the university’s three-faceted institutional mission of research, teaching, and service. By actively engaging with and serving its own city and cities everywhere, the university draws energy and insight from them, enriching them in return. This mutual exchange of intellectual and social capital informs the university’s conduct, which, as Chancellor J. Keith Motley says, is characterized by “an ethic of care for those who are co-occupants of our common communities.”

When UMass Boston opened its doors in Boston’s Park Square in 1965, it offered a modestly scaled but highly innovative arts and sciences curriculum. Since then, the university has positioned itself on the leading edge of innovation among public urban universities nationwide. In 1974 the university moved to its present location on a magnificent peninsula extending into Boston Harbor. Its consolidation with Boston State College in 1982 boosted faculty and student populations and augmented graduate and professional programs. That same year, the institution inaugurated its first doctoral program, in environmental sciences; there are now fifteen.

Today’s UMass Boston intends to retain its leadership position with respect to its urban mission, while continuing to raise its national and global stature. As of fall 2008 14,117 students, 3,101 of whom are graduate students, were enrolled in the university’s seven colleges: Liberal Arts, Management, Science and Mathematics, Nursing and Health Sciences, Public and Community Service, Graduate College of Education, and McCormack Graduate School of Policy Studies. Credit and non-credit offerings are extended through its Division of Corporate, Continuing, and Distance Education. Its research institutes and centers extensively provide policy formulation, evaluation, and advice to government agencies, public schools, non-profits, and the business sector. Classified as a “doctoral/research university” by the Carnegie Foundation for the Advancement of Teaching, the university has been recognized for its strengths in both research and community outreach. The Carnegie Foundation has chosen UMass Boston as one of only 62 institutions nationwide to receive its Community Engagement Classification for outreach, partnerships, and curricular community engagement. And the Faculty Scholarly Productivity Index currently ranks UMass Boston fourteenth among the top “smaller research universities” in the United States, based on faculty publications, journal citations, awards, honors, and grants.

In 2006 the university embarked on an ambitious process culminating in a 2007 strategic plan entitled *UMass Boston Renewal: Building the Student-Centered Urban Public University of the New Century* (see www.umb.edu/strategic_plan). This plan reflects the university's standing as a center of creativity and innovation—one that welcomes renewal, for that is what makes an even more powerful agent of social and cultural change.

The new provost will help to further this agenda as a leader in an academic community made up, in the words of Chancellor J. Keith Motley, of “the right people at the right time, serving the right institution, with the right passion, for the right reasons.”

Building a Student-Centered Urban Public University

The words “student-centered,” “urban,” and “public” have been purposefully chosen. This student-centered “research university with a teaching soul” offers students access to the intellectual resources of a major research institution as it promotes intellectual and civic engagement among students, faculty, and staff, as well as with institutions and communities in the United States and beyond. The student-centered university begins wherever students are, and leads them through the acquiring of knowledge to the ability to produce knowledge and connect that knowledge to the world. “Public,” while associated with access, affordability, and quality, “also speaks to responsibilities of citizenship, including helping to shape societies of the future,” says Chancellor Motley, adding that “‘Urban’ suggests...the challenges that society faces” but also “points to the site of innovation, creativity, and, optimally, openness of spirit from which the challenges can be properly met.”

The university's urban setting—and its inclusiveness—are among its essential features: UMass Boston is the most ethnically diverse public university in New England. This diversity enriches the academic and social experience of the entire university community, strengthening the institution's ability to meet its students' intellectual and professional needs. “At the same time,” notes the accreditation team from the New England Association of Schools and Colleges (NEASC) in its 2005 report, UMass Boston is “an institution that understands that, if diversity is to be meaningful, its uses must be fully understood and exploited in service to the community. The institution seeks to advance in pure and applied studies especially aimed at urban issues in order to improve life in the urban place, the Commonwealth more generally, and in a globalizing society.”

Opportunities to connect academic work with community needs are not limited to faculty; students have ample local access to internships, research opportunities, and community-based learning and service activities through the university's Career Services Office, academic departments, and Office of Student Leadership and Community Outreach. Many faculty members are deeply engaged with urban issues and in turn engage their students through classroom and research projects with real-world substance and

impact. University partnerships offer channels for students into civic life and work here and abroad, such as clinical placements for nursing students in area hospitals, teaching practica for education students in nearby public schools, and an “International Epidemics” course involving travel to South Africa for participation in efforts to combat AIDS. Faculty research and teaching combine with student development and community needs to produce a synergy that is one of UMass Boston’s unparalleled attributes.

As the university has increased its support for these opportunities over the past decade, its complexity has deepened. UMass Boston undergraduates now choose from over 120 majors, minors, and other programs of study; and all undergraduates, regardless of college or major, pursue a rigorous curriculum that builds their capacity for critical thinking and deepens their understanding of the history and future of human thought and endeavor. Graduate students can pursue PhD or EdD degrees in 15 programs and master’s degrees or graduate certificates in nearly 60 more. Certain of these have gained national recognition, including the PhD Program in Clinical Psychology, which routinely admits a small fraction of a large and highly qualified applicant pool, the MS in Management of Aging Services, ranked “Outstanding” by the University Continuing Education Association, and the Graduate Certificate Program in Women in Politics and Public Policy, which earned the 2008 Progress in Equity Award from the American Association of University Women of Massachusetts.

To support this burgeoning growth—and provide students with physical facilities equal in quality to the rigorous curriculum they pursue—the university has undertaken, in concert with the strategic planning process, master planning for physical development and reconfiguration of the campus over the next 25 years. Elements of this master plan, including the integrated sciences complex and the new academic building, are well into the design stage; and the planning has recently expanded to include a new Edward M. Kennedy Institute for the Study of the U.S. Senate.

With an FY 2009 budget of \$264 million (40 percent from state appropriations, 35 percent from tuition and fees, 19 percent from grants and contracts, and 6 percent from other sources), and with \$43 million in capital projects now underway and \$800 million in capital expenditures anticipated during the next decade, UMass Boston’s strategic and master plans present challenges and opportunities for its senior leadership. The planning process drives the budget, and, in accordance with Chancellor Motley’s philosophy of transparency, everyone has access through the university website to information on campus-wide budget requests and allocations.

Chancellor J. Keith Motley

Heading the campus is a chancellor selected by the Board of Trustees and the president of the University of Massachusetts system. The trustees have complete authority over the system (subject to the broader authority of the state Board of Higher Education), but the campus operates with considerable autonomy. The chancellor's authority is delegated by the trustees and the president.

J. Keith Motley is the eighth chancellor of the University of Massachusetts Boston. Prior to his appointment in 2007, Chancellor Motley served as vice president for business, marketing, and public affairs in the University of Massachusetts President's Office. He reported directly to President Jack M. Wilson, working closely with university leaders and the Board of Trustees. Before that, he was the interim chancellor at UMass Boston, where he previously had served as vice chancellor for student affairs, following a twenty-plus-year career in higher education administration that included ten years as dean of student services at Northeastern University. In the President's Office, Chancellor Motley led strategic system-wide initiatives and instituted the Development Council to improve and facilitate fundraising. He also built external relationships with local and federal K-12 specialists and higher education policy leaders, as well as numerous corporations and associations. Since assuming the chancellorship at UMass Boston, he has overseen the development and initial implementation phases of the strategic and master plans, significantly increased enrollment and extramural support for research, and strengthened the university's fundraising and marketing functions.

Chancellor Motley, a graduate of the University of Pittsburgh's Upward Bound Program, holds bachelor's and master's degrees from Northeastern University and a PhD in education administration from Boston College. At the conclusion of his inaugural address, he made a characteristic statement: "I stand before you as an example of how one can reach from humble beginnings and achieve in ways our parents never imagined. I pledge to our students that they too will have that opportunity. I pledge that the lessons that I've learned from others—neighborliness, civility, intergenerational respect, and academic excitement—will be a daily mantra here. I pledge an administration committed to setting and exceeding stretch goals for excellence, innovation, transparency, inclusiveness, and humanity."

Institutional Missions: Research, Teaching, and Service

UMass Boston's research mission adapts the land grant tradition to the urban environment. The university is applying its strengths as a research university to create new knowledge in all disciplines, address the problems of society, inform public policy, and support the economic and social welfare of the Commonwealth. By linking the classroom to the bench and to the field, the university also aims to prepare graduates to address challenges such as global warming, the integrity of the environment, community development, and social disparities.

The university advances public policy and the understanding of multicultural, urban, social, environmental, educational, and technological issues particularly by giving increasing emphasis to interdisciplinary research in several cluster areas, which were identified with the help of external consultants through an assessment of institutional strengths and strategic opportunities. The cluster areas are:

- urban health and public policy, including obesity research
- developmental sciences, with significant work on autism
- science and math education and learning research
- transnational, cultural, and community studies
- computational sciences, analysis, and modeling

The formation of these research clusters reflects a recognition that cross-pollination of efforts can lead to a multiplier effect. In addition, the growing number of centers and institutes has been an important asset for basic scholarship and research in many areas, and has contributed to striking increases in extramural funding for the university.

UMass Boston collaborates with many other leading institutions as well, to strengthen its research initiatives: to create opportunities, find innovative solutions to urban problems, and build on community strengths. These examples are just a small sampling of the partnerships forged by the university.

- The Venture Development Center (VDC) supports the design and implementation of a \$10 million Center for Personalized Cancer Therapy in conjunction with the Dana-Farber/Harvard Cancer Center as part of the Commonwealth's Life Science Initiative.
- The McCormack Graduate School of Policy Studies hosts the Massachusetts Ocean Partnership (MOP), a collaborative effort of scientists, conservationists, fishermen, recreational users, and government agencies to develop a long-needed state ocean management plan that may serve as a model for other urban coastal centers. The project is funded by an \$8.2 million grant from the Gordon and Betty Moore Foundation.
- The HORIZON Center project, researching health disparities among various racial and ethnic groups, links UMass Boston with the Harvard School of Public Health and the Cherishing Our Hearts and Souls Coalition of Roxbury.
- A partnership between the Museum of African American History and the university's Fiske Center for Archaeological Research has produced an extensive report on archaeological discoveries at the African Meeting House (built in 1806 on Boston's Beacon Hill), as well as a brochure describing those discoveries for museum visitors and the general public.
- In collaboration with the U.S. State Department and other organizations in the U.S. and Vietnam, the Joiner Center for the Study of War and Social Consequences has sponsored numerous cultural exchanges, conferences, and translation projects. The center also maintains archival collections of major significance on the Vietnam War, which are available for scholarly and artistic endeavors.

- The Institute for Community Inclusion (ICI) spearheads “Boston Ready,” a program designed to help send Boston’s children to kindergarten primed for success. ICI partners with UMass Boston’s Graduate College of Education, the Boston Public Schools, Roxbury Community College, Horizons for Homeless Children, the Federation for Children with Special Needs, and the Wellesley (College) Center for Women.
- A partnership between the Boston Public Library that began with English Department field trips to the Boston Public Library’s rare books room has led to student-created public exhibitions and a grant to expand public access to rare books via exhibitions, UMass Boston courses, and a community outreach program.

The teaching mission of the university is widely embraced—as the NEASC report puts it—by an “extraordinarily dedicated faculty who are committed to providing excellence in education for students at all levels” and are “overwhelmingly devoted to their students both in and out of the classrooms.” Faculty, chairs, and deans all share a commitment to effective pedagogy. For 25 years, the Center for the Improvement of Teaching has engaged faculty, staff, and students through faculty development seminars, public forums, student-faculty dialogues and conferences, faculty peer mentoring, and the promotion of scholarship on diversity, learning, and teaching. Keeping class sizes small has long been a practice—in fact, most classrooms were deliberately designed for smaller classes—and maintaining an intimate style of teaching and learning, regardless of class size, is considered essential.

In the university’s student-centered culture it is assumed that students can and do embody novelty and creativity. One third of the student body are students of color, and typically over half of the entering freshmen are first-generation college students, many from recent immigrant households. Students come from 140 countries, and at home they speak over 90 different languages. They represent widely varying social, cultural, and ethnic backgrounds, with a range of previous educational experiences, and many of them juggle educational, work, and familial responsibilities. A wide range of ages and educational goals adds to the mix, as does a high proportion of transfer students (roughly 60 percent), who recognize the value that a UMass Boston education represents. Everyone enrolls with a common goal: a promising future; and all seek the same thing: access to a first-rate, broad-based, student-centered, affordable education. And as graduates, some 75 percent remain in the Commonwealth, continuing to contribute as educators, technology professionals, health care practitioners, business leaders, entrepreneurs, government officials, and professionals in many other fields.

This highly motivated population—one that never takes its education for granted—inspires and energizes the university’s faculty. Currently 462 are full-time (93 percent with terminal degrees) and 450 are part-time; the FTE total is 659. In 2008, the university added 34 new tenured or tenure-track faculty members, and some 50 more will be added in 2009. Women comprise 41 percent of the tenured faculty and 48 percent of the full-time faculty. In addition, the university’s strong commitment to affirmative action has led to an increase in full-time minority faculty from 6.5 percent in 1985 to 22 percent in 2008.

The rich diversity among faculty reflects not just ethnicity and gender, but also personal backgrounds and viewpoints.

The undergraduate curriculum, grounded in the liberal arts and sciences, promotes multicultural perspectives and multilateral ways of thinking. The curriculum emphasizes the development of writing, quantitative, and critical thinking skills across a range of disciplines, along with in-depth knowledge in major areas of study. General education requirements comprise one-third of a student's total curriculum. These requirements stress critical analysis and logical thinking, verbal and quantitative reasoning, human diversity, and principal approaches to knowledge. In developing graduate programs, the university has taken pains to meet the clear needs of prospective students and employers, to respond to changing conditions in their fields, and to encourage new contributions to the body of knowledge. Often striking innovation is the result, as in the case of the programs in environmental sciences (PhD), gerontology (PhD), and dispute resolution (MA and certificate), each of which was among the first of its kind. Strong ties between research centers and academic programs increase opportunities for applied scholarship on the part of both students and faculty.

The service mission dates from the university's founding. Since its earliest days, in the words of the NEASC report, UMass Boston has "developed a culture through its understanding of its mission and vision which is a culture of accountability, collaboration, and innovation directed to the solution or, at the least, the amelioration of urban problems and the enhancement of the quality of urban life." This commitment has, if anything, grown stronger with time; and it is embodied in the university's current strategic plan, through which the university has already created and strengthened "a government and community relations office to support high-level research and communication, and identify and promote signature examples of campus-community engagement, with community understood in local, national, and global terms." The commitment to service is represented by research-related partnerships of the kind described above. It is built into the curriculum through approaches to pedagogy as well as internships and service-learning course opportunities. It is built into academic program development, which reflects an acute sense of current conditions and applications. It is reflected in the university's respectful engagement with its constituents through numerous advisory boards. It is expressed through the work of research centers and institutes. It is an important consideration in faculty hiring decisions, and it is also a major element in the work of many faculty members, who orient their research and teaching toward community needs and often voluntarily serve as advisors to community organizations.

Characteristic undertakings—again, a sampling—include:

- COSMIC (the Center of Science and Math in Context), which works in partnership with public schools and other universities to advance high-quality teaching and learning in science and math for students at K-12 and university undergraduate and graduate levels, both locally and nationally.
- GoKids Boston, which conducts research, educational training, and community outreach to improve the health, wellness, and overall outlook for pre-teens and teens.

- The Center for Social Development and Education, a multidisciplinary research and training institute that promotes the success in school and the community of children with disabilities
- The Greater Boston Manufacturing Partnership, which promotes a Lean Manufacturing program and supports retention of good blue-collar jobs in Boston’s minority neighborhoods.
- The Center for Democracy and Development, whose many projects include an exchange program that has promoted reform in the Chinese justice system by introducing a delegation of Chinese judges, prosecutors, and attorneys to the justice system of the United States.
- The Coalition for Asian Pacific American Youth (CAPAY), a nationally recognized youth leadership network sponsored by UMass Boston’s Asian American Studies Program and led by high school students with whom UMass Boston students often collaborate on community initiatives.
- WUMB, the university’s radio station, whose public-service programming includes the award-winning *Commonwealth Journal*, a weekly discussion of Massachusetts current events, culture, history, politics, art, and science.
- The Department of Pre-collegiate and Educational Support Programs, which provides skills, knowledge, and motivation to low-income and first generation middle- and high-school students, students with disabilities, and students who are underrepresented in graduate education.
- The Trotter Institute for the Study of Black Culture, the Gastón Institute for Latino Community Development and Public Policy, and the Institute for Asian American Studies, which conduct research and service focused on minority community development in leadership, education, health, politics, and culture.
- The Emerging Leaders Program, through which, each year, a diverse group of rising stars in Greater Boston enhance their individual leadership skills and learn how to work effectively with other leaders toward significant civic goals.

The university sees a fundamental continuity uniting these three missions. First-rate thinking is expected, whether in research, teaching, or service, as is a deep recognition of connection and obligation. There is wide agreement at UMass Boston that, in Chancellor Motley’s words, “We must commit ourselves to a system of education—led by public research universities—that produces the best basic and applied research on terms equal to the best at any private university, link that research with the best teaching, and link teaching and research to the mission of transforming societies into more wholesome environments for human social, moral, and spiritual habitation.”

Welcoming a New Provost

UMass Boston is in a period of dynamic growth and change and is poised to reach new levels of excellence and prominence. A new chancellor has been inaugurated, and a new \$80 million dollar Campus Center provides space for services to students and a modern meeting venue for the larger community; further new construction and renovation are in the works. The university has continued to

enhance its academic reputation through its wide-ranging research, interdisciplinary programs, and ability to attract new, high-caliber faculty members. UMass Boston is well prepared to leverage these assets to become increasingly valuable in greater Boston, the Commonwealth, the country, and the world. The university aspires to be one of the nation's preeminent urban research universities, widely recognized for extending knowledge, solving problems, and developing students and leaders for a complex, contemporary, and increasingly diverse society. With the governor's commitment to capital funding support of \$100 million and growing assistance from other stakeholders, UMass Boston is well positioned to realize its ambitions and to reach its highest potential. Partnering with the chancellor, the provost will have a distinct opportunity to refine the university's vision and actualize its ambitions.

The Role

The provost is the university's chief academic officer, and as such leads all aspects of its academic work. He or she plans and oversees a \$140 million budget, establishing priorities and allocating resources among the colleges, centers, institutes, and administrative units. The provost is also responsible for addressing major academic program issues, maintaining and developing university-wide academic policies, and communicating the university's vision and goals to internal and external constituencies.

The deans of all seven colleges and the directors of several major research centers and institutes, as well as the university librarian, institutional research director, and vice provosts for research, academic support services, and information technology, report to the provost.

Working with the chancellor's leadership team, including the vice chancellors for enrollment management, administration and finance, student affairs, institutional advancement, athletics and recreation, and government relations and public affairs, the provost plays a major leadership role as the campus advances the excellence of its programs of research, teaching, and service.

The provost, in collaboration with the Faculty Council, ensures shared governance of academic matters. He or she works to achieve high-quality promotion and tenure outcomes, making final recommendations to the chancellor and trustees concerning all faculty appointments and promotions. The provost also oversees the preparation and proposal of new academic programs and policies; authorizes research initiatives for federal, state, industrial, foundation, or other contracts or grants; fosters interdisciplinary efforts across collegial boundaries within UMass Boston, with other campuses of the UMass system, and with external academic, corporate, or community partners; and manages campus-wide programs and initiatives such as external education and international programs.

The provost at UMass Boston will hold an appointment as a tenured, full professor in an academic department and should come to the position with significant and successful experience in an

administrative post in a public or private research university, or a similar institution. Ability to work effectively with administrators, faculty, and students, and a demonstrated commitment to diversity and inclusiveness, are essential, as is understanding the challenges and significance of new technology in teaching, research, and outreach programs and the importance of a major urban university's engagement with its community, city, and state.

Expectations and Opportunities

The provost will join an exciting leadership team headed by its chancellor, J. Keith Motley, and find at UMass Boston a faculty and staff that welcomes leaders who will work collegially to inspire and engage them intellectually while building for the future. UMass Boston's students will expect the new provost to engage them, serve as a vigorous advocate of curriculum innovations, and enhance their experience in research, community service, and personal development, as well as help them achieve their academic and career goals.

The provost will arrive during a pivotal period marked by clear expectations for growth that will be aided by strategic and master planning while requiring prudent, transparent decisions about resource allocations in a context of shifting economic forces.

In the past year, enrollment has exceeded 14,000, an increase of 19 percent from fall 2005. Research expenditures have grown to \$45 million. Even in this difficult economic time, UMass Boston has increased its need-based financial aid by over 15%, meeting 90% of student need, and has raised over \$17 million from private donations during the past year, an increase of over \$3.3 million. A state bond for capital projects has provided sufficient funds for an integrated sciences complex offering high-quality space focused on laboratory research and training, and serving as an unmistakable statement to the community about the university's identity and direction for the future. The master plan also includes a general-purpose academic building, first-ever residence halls, additional new academic facilities, and extensive renovation. The new provost must join in quickly, and learn and lead at a rapid pace.

The new provost will be particularly responsible for success in the following areas:

Vision. The new provost must nourish and expand a vision for the academic enterprise that will take the university to a new level of recognized excellence and prominence. The vision will be informed by the provost's insights about ways to advance a student-centered, urban, public, comprehensive research university. A central question should be: How can the university best serve, given the emerging needs of Boston, the Commonwealth, the nation and the world? To frame a vision, the provost must formulate answers to such questions as: What initiatives and programs can be uniquely

provided by UMass Boston? How should the education of prospective teachers, business people, artists, scientists, healthcare providers, or public servants be improved, given emerging demands within our society? What will the programs cost, and how will the costs be funded? Strategic planning within Academic Affairs will be particularly important.

Current Initiatives. Much of UMass Boston's current energy is focused on accomplishing the current strategic plan. The result of a comprehensive, year-long process that involved the broad university community, the plan identifies four key goals and several objectives that will help chart the university's path over the next several years. The four goals are to: (1) increase student access, engagement, and success; (2) attract, develop, and sustain highly effective faculty; (3) create a physical environment that supports teaching, learning, and research; and, (4) enhance campus-community engagement through improved operational structures. The new provost must lead the deans, faculty, and staff in addressing all these goals, with particular responsibility for the first two, and in managing implementation strategies and actions currently underway. The new provost will also play a critical role in developing a future strategic plan, as the existing plan ends in the summer of 2010.

Planning for Challenges. Enrollment is expected to reach 15,000 by 2009, a year earlier than anticipated. Such expansion will have major implications for faculty hiring, promotion, and development, as well as student retention, and will involve major budget and space-use decisions. Collaboration and coordination with Enrollment Management, Student Affairs, Administration and Finance, and others will be critical in responding to enrollment-related issues, as will planning, through such units as the Office of Research and Sponsored Programs, for simultaneous growth in faculty research.

Shared Governance. Setting strategic direction and vision for academic affairs requires broad faculty participation. To facilitate this, the provost must give much time and attention to maintaining a culture that values faculty input, accessibility, and transparency, and consistently employs agreed-upon mechanisms and processes for shared governance. By committing to the spirit and the letter of shared governance, the provost will affirm this fundamental working standard within UMass Boston.

Managing Fast-Moving, Complex Issues Within Academic Affairs. To successfully manage the complexity of growth and pace within Academic Affairs at UMass Boston, the provost must create policies, systems, and procedures that enable faculty and staff to teach, conduct research, perform service, and administer programs at their highest level. The provost must exercise skillful managerial competence to lead a complex array of academic programs and administrative services from budget planning to thoughtful allocation of resources and communication of decisions to constituents, whether starting, sustaining, expanding, or reducing programs. Best management practices of program planning, design, review, and assessment, including accountability systems, are essential.

At the core of these practices is transparent decision-making, combined with clear and open communication. It must be common practice for the provost, before making major decisions, to seek input widely (from subject-matter experts on campus, when available) and listen adroitly, assess pros and cons, and hypothesize and refine a preferable option. When announcing the decision, the provost must convincingly explain the rationale behind it.

Increasing UMass Boston's Visibility. The new provost must help to promote the remarkable qualities of UMass Boston to the Commonwealth's business leaders, policy-makers, and citizens in general. UMass Boston's many distinguished professors have stellar records of teaching and scholarship; they must be spotlighted. UMass Boston's activities on all fronts are marked by innovation, creativity, and community connection; they must be heralded. The new provost must systematically and energetically promote UMass Boston, so that its distinguished record and deserved academic prominence can be recognized by its many constituents.

Qualifications

UMass Boston seeks in its next provost a leader with the energy, vision, and personal qualities that can inspire the university community to new levels of excellence across the campus and its disciplines. Candidates should have a history of organizational leadership, an impressive record of and a deep respect for scholarship, a demonstrated ability to build and cultivate financial support for the university and its programs, and accomplishment in creating a campus climate that values community, integrity, civility, and mutual respect. UMass Boston seeks a provost willing to make a long-term commitment.

Below is a list of the qualifications, insights, and personal attributes that the ideal candidate will bring to the position.

Scholarship and Experience in the Academy. The candidate should:

- merit appointment as a tenured full professor in an academic department and
- come to the position with a record of successful administrative leadership at a public or private research university, or a similar institution.

Managerial Competence. The candidate should have:

- a track record of embracing shared governance, and of working collaboratively with faculty and staff, individually and through such representatives as deans, department heads, committee chairs, and union officials,
- excellent and broad managerial and financial skills,
- experience in resource-constrained environments requiring the ability to do more with less while explaining to various constituencies the constraints involved, and

- creativity and resourcefulness in leading budget discussions.

Grasp of Organizational Realities. The candidate should have:

- a deep understanding of academic values and an appreciation for scholarly research,
- a thorough understanding of the work of a major urban research university,
- the demonstrated capacity to represent the campus compellingly with prospective funders and donors,
- a demonstrable commitment to diversity, and a record of individual action and institutional leadership advancing diversity in all its forms,
- a willingness to work cooperatively and productively within the UMass system, and
- the ability to thrive in a public environment with well-honed political and diplomatic skills, adeptly representing the institution's mission and goals among high-level corporate, educational, and government leaders.

Personal Attributes. The candidate should have:

- a respectful and accessible leadership style, coupled with the willingness to lead decisively and inspire, even when consensus is elusive,
- a commitment to circulating, listening, and learning about the dynamic landscapes and challenges facing the university,
- an ability to quickly earn the confidence and respect of the campus's various constituents,
- superb communication skills,
- strong interpersonal skills that enable him or her to relate well to a variety of internal and external audiences, and to recognize differences as strengths that can be combined for shared purposes,
- a high tolerance for continual give and take,
- unquestioned personal integrity,
- stamina for the tasks at hand, resilience under pressure, imagination, and a sense of humor.

*Nominations, applications, and all inquiries should be directed, in confidence, to:
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Electronic submission of nominations, applications, and inquiries is strongly encouraged.

For additional information, please visit www.umb.edu/chancellor/provostsearch.

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