



## Chancellor's Strategic Planning Task Force Academic Sub-Committee Interim Report

### I. VISION

The Academics Sub-Committee's work is guided by the following values/goals:

- Undergraduates and graduate students have quality academic experiences through maintenance and enhancement of UMB's learner-centered culture.
- Graduate students complete degrees in a timely way because of sufficient support, financial and intellectual. [Principally responsibility of Research and Graduate Studies Committee, but tied to faculty workload issues].
- Undergraduate and graduate students reach their academic goals due to the presence of appropriate infrastructure (including library, technology, laboratories, classrooms and studio space).
- Undergraduate and graduate students are intellectually engaged and profit from the richness that comes from studying at a research university in combination with the student centered education that is typically characteristic of small liberal arts colleges.
- Student retention and degree completion increase thanks to our advising/mentoring infrastructure.
- Our diverse student body succeeds thanks to a combination of access and the tools and support they need.
- UMass Boston graduates are culturally literate and culturally sensitive, and have equal access to what the world has to offer. This is both a benefit to students of studying on a diverse campus, and a curricular imperative.
- The urban mission is supported in all its facets from community involvement through applied research of immediate benefit to the city of Boston and research that addresses urban issues locally and globally.
- We assure the quality of our offerings through academic oversight of all our offerings whatever their time frame or delivery format.
- Faculty success is assured through the right infrastructure to support their teaching, research and service/outreach.
- Faculty are able to teach, do research and service/outreach effectively thanks to optimal adjustment of faculty size, composition and workload.
- Faculty succeed in research, teaching and service thanks to effective development and mentoring programs.
- As an academic community, we engage in a continuing reflexive process that looks at the relationship between what we say and what we do.

### II. PRIORITIES, GOALS AND RECOMMENDATIONS

We view these recommendations as an integrated whole, and ask that they be read in that sense. When enacting these goals, we must build consciously on the strengths of our diverse student body and commitment to the urban mission.



## Chancellor's Strategic Planning Task Force

- A. Tentative goals and recommendations
  1. Move from a base teaching load of 3+3 to a base teaching load of 2+2. . Base teaching load refers to the expected load before administrative or research reassignments/buyouts.
  2. Institute a career-span, institution wide program of faculty development activities and mentoring.
  3. Insure that the majority of instruction at both undergraduate and graduate levels is provided by tenured and tenure-track faculty.
  4. Support graduate education by offering additional stipends both for research and for teaching in programs where students are qualified and interested in teaching and where training programs can be provided for graduate student teaching assistants I or II.
  5. Promote best teaching practices that result in student academic engagement across the curriculum at all levels from first year through graduate education.
  6. Align growth in student numbers with growth in human and physical resources, consistent with benchmarks in student engagement.
  7. Maximize the effectiveness of student advising.
  8. Increase academic oversight of all our offerings whatever their delivery locus or format.
  9. Target areas for growth for program and curricular growth that build on our shared vision, societal needs and market demand.
  10. Promote recruitment and retention of faculty with strong commitments to both research and teaching.
  11. Ensure the continued the commitment to the urban mission, to global and local cultural literacy, and to diversity in students and faculty that makes UMB a distinctive educational leader.
- B. Critical Success Factors—Keyed to numbers under IIA.
  1. Move to 2+2 base teaching load. Institute new course release policies conceived in light of the 2+2 load, and with an eye to fairness across the institution. Faculty building plan [IIB3] must take new workload into account.
  2. Center for Improvement of teaching and orientation for new faculty members are integrated, made truly University wide. PMYR is once again fully linked to CIT programming. CIT should also be responsible for the dissemination of best practices as described in IIA5. Provide financial and staff resources for CIT and NECIT to enable faculty development and mentoring. Provide support for faculty research and scholarly travel as part of faculty development.
  3. A five-year faculty rebuilding plan, taking into account, the change in base teaching load, the potential increase in the use of teaching assistants, the projected increase in student numbers to 15x10 and targeting an overall mix of 70% FTE tenure-stream



### **Chancellor's Strategic Planning Task Force**

faculty and 30% FTE contingent faculty [including teaching assistants]. The faculty rebuilding plan will lag behind the increase in student numbers, but must catch up with it by 2012.

4. Plan to add teaching assistantships to existing graduate programs in company of appropriate training for graduate student assistants. Decrease use of part-time faculty in these departments.

5. See IIB2 above, and plan to reward engaging teaching in personnel reviews and merit evaluations.

6. See IIB3 above and move forward with new classroom building, and renovation, or new building of labs, studios and other specialized teaching spaces, as well as necessary faculty offices.

7. *Under discussion.*

8. Plan for increased oversight by academic departments of courses offered through CCDE and new thinking about the relation of summer session courses to the annual teaching schedules of tenure stream faculty, especially in those graduate and undergraduate programs in which students make heavy use of summer offerings.

9. Identify areas in context of present resources, ability to attract and retain students, and additional resources needed for growth.

10. Examine hiring policies and recruitment possibilities to increase our competitiveness with area colleges and universities for faculty with excellence in scholarship and teaching.

11. Continue support for teaching practices and scholarship that serve diverse students and the urban mission. Identify and address relevant issues related to recruitment and retention of diverse faculty and students.

### III. PLAN FOR COMPLETION

We are currently divided into three work groups: Faculty Workload and Faculty Development; Faculty Composition and Targets for Growth; Student Learning Cultures. We have outsourced three reports: Student Learning Outcomes Assessment, Educational Technology; Faculty Compensation. Each of these units will complete its work by mid-January. The Sub-Committee as a whole will shape its report in late January through the end of March.

We plan to hold an open meeting in early February, based on our draft recommendations as presented in this document. We will use feedback from that meeting in the shaping of our final report.