

**College of Liberal Arts  
Annual Report  
Academic Year 2016-17**

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DAVID TERKLA, DEAN

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## 1. Goals

The College's goals for AY 2016-2017 are listed below with the current status of each. These goals are excerpted from the College's 2015-2020 Strategic Plan, which intentionally aligns closely with the University's Strategic Plan.

### ***Goal 1: Advance student success through recruitment and retention of prepared students at the undergraduate and graduate levels***

We have continued the expansion, evaluation, and improvement of CLA First! and SophoMORE (See Appendix 1 for details). Key initiatives and successes of these programs this year are listed below:

#### **a) Results and Successes**

- The four-year graduation rate of our 2013-14 CLA First! cohort is 34%; an impressive 13 percentage point increase over the initial 2010-11 cohort (21%). This number is in comparison to a four-year graduation rate for CLA students that has ranged from 9% to 13% over the past several years.
- Retention rates of CLA First! students are as follows:
  - 2016-2017 86% (retained to fall 2017)
  - 2015-2016 70% (retained to fall 2017)
  - 2014-2015 69% (retained to fall 2016)

The overall retention rate for first-time, full-time freshmen students into their sophomore year is 75%, so the CLA First! cohort students for 2016-17 are being retained at a higher rate. However, the further retention, and additionally graduation rates, are indicative that CLA First! students who remain into their sophomore year are retained and then graduate at higher averages than students not in the program. While there is likely to be some selection bias causing higher retention rates, this would not explain the increasing retention rates generated by the program. The initial (2010-11) cohort had a six-year graduation rate of 45% and the 11-12 cohort increased to 50%.

- Course bundles continue to allow us to provide students with engaging combinations of courses in their first semester. Over 75% of students in a bundle in Fall 2016 have enrolled for Fall 2017 and 87% obtained a GPA of 2.0 or above. 67% completed at least 25 credits in their first year.

#### **b) Key Initiatives**

- Start Smart sessions were offered regularly, and continued to mix academic skills with social opportunities.
- CLA First! And SophoMORE partnered with the Office of Service Learning and Community Engagement to host a first-year service day in early October, where members of CLA First!, SophoMORE and the Freshman Leadership Institute participated at service sites around the city.

- Six upper-class peer mentors worked with the CLA First! program this year, and were each assigned members of the cohort with whom to maintain contact. Mentors also held office hours, participated in Start Smart! and social programming, and assisted with coordination of program events.
- In cooperation with the English department, the SophoMORE program became an academic course. An intermediate seminar was developed for the fall semester by Cheryl Nixon, Chair of the English Department and Stephanie Fernandez, then Academic Advisor in CLA First!
- Through continued support from and in partnership with Career Services and University Advancement, the students in SophoMORE were offered the opportunity to job shadow a professional in an area of career interest.
- A student mentor position was been created to increase student engagement with the all CLA Start Smarts.

**(a) Continue improvement of department advising systems.**

In AY 2016-2017, the CLA Advising Office grew its capacity and implemented its proactive advising programming with all declared majors in the college, instead of targeting only newly admitted students. The previous academic year (15-16), our office's services focused mainly on students (both transfer and freshman) who were in their first year at the University, and we provided advising only to those continuing students who specifically requested to meet with a professional advisor. This was progress, in turn, from the prior year (2014-15), when only new students had access to a CLA advisor, and continuing students were only able to access faculty advisors. Details of the activities of the CLA Advising Office are in Appendix 2. Key initiatives and successes of our Advising Program this year are listed below:

- We manually assigned a CLA advisor to each declared major in the student information and registration system (WISER)—this is an improvement on last year, when WISER listed only our website, where students could then look up their advisor assignment.
- Transfer students with declared majors are now assigned a CLA advisor in WISER before they even arrive at their orientation, so that they feel welcomed by and connected to CLA Advising before classes begin.
- The advising office conducted 6173 advising appointments, for 3352 individual students, this academic year. This is a 100% increase in advising sessions compared to last year.
- New incoming transfer students who worked with a CLA advisor showed a much higher success rate than those who did not.

- The new freshman admits who worked with a CLA advisor showed a 5% higher rate of retention.

It is worth noting that 74% of students who worked with a CLA adviser (1890) had enrolled in Fall 2017 by the end of the Spring 2017 semester compared to 40% of students who had not (1344). Of the Fall 2016 CLA cohort who worked with CLA advisers, 70% of transfer students were retained into their second year compared to 54% of transfer students who did not.

**(b) Improve Academic Support, the Reading, Writing, and Study Skills Center, and the Graduate Writing Center.**

Dean Terkla co-chaired a committee within the Dean's council (along with Joan Becker) to study the state of academic support on campus. The committee submitted a report to the Dean's Council recommending a significant restructuring of the Writing Center. The proposed Writing Center would be housed in the English Department to ensure full integration into the English MA, MFA, and planned PhD program and faculty research agendas. It would integrate the work of the Reading, Writing, and Study Strategies Center (RWSSC) and the English Department to provide a structure for delivering writing services, research, and community building. The Writing Center would continue to provide tutorial support and supplemental instruction for the development of analytical reading and writing skills for undergraduate, graduate, and ESL students while serving as a research lab, conducting research projects on the pedagogy of writing that support publications, conference presentations, and grant applications. In addition, the committee reviewed the concern that large numbers of academically unprepared students were being placed into Critical Reading and Writing courses. New assessment rubrics and grading standards were established for student placement, which were piloted with newly admitted students for the Fall 2016 semester.

**(c) Pre-Law Advising program in collaboration with Career Services and University Advising.**

The Pre-Law program, which features best practices in an Advising and Career Services collaboration, continues to grow since its inception in 2014. Pre-law advisors from Advising and Career Services made 211 student contacts (73 individual appointments, 138 email contacts). Currently, a record high 78 students and 7 alumni have declared themselves as interested in attending law school. This is a 25% increase in students and alumni who were identified as having a pre-law interest during the 2015-2016 academic year. Students continue to be engaged with the Pre Law Society and Mock Trial Club. Additionally, students, and on occasion, alumni, continue to participate in law school information sessions on campus.

During the 2016-2017 academic year, one student identified as participating in UMass Law and UMass Boston's 3+3 program. In fall 2016, 27 UMass Boston students/alumni matriculated into law school. Pre-law advisors continue to see an increase in students interested in law school and have received student referrals from faculty, staff, and other students.

Finally, among Pre Law students, the Justice Bridge Legal Center Legal Intern position continues to be a popular choice among pre-law students. Between summer 2016 and

spring 2017, 8 students participated in this internship opportunity. Additionally, 4 students are currently interning this June for the start of the 2017 summer internship program.

**(d) Continue to liaise from orientation to graduation with CLA Career Specialists and expand internship and job shadowing opportunities for undergraduates.**

The College of Liberal Arts collaborated with CLA Career Services Specialists along with other members of the Career Services team in a sustained and robust manner. Appendix 3 details the various aspects of this collaboration. Highlights include:

- Career Services made 93 classroom presentations reaching 1,659 students. The CLA Career Services Specialists provided 29 workshops/events impacting 675 students and alumni. Through these efforts, CLA students and alumni were able to participate in career programs like the Career Symposium, Pre-Law Workshops, CLA First!, SophoMORE, and a How to Market a Liberal Arts Degree workshop.
- CLA worked with Career Services and the Manager of University Internships (MUI) to build special partnerships with local employers. Applicable partnership internships include the City of Boston (City Council), Edward M. Kennedy Institute, Mass State House-Governor's Office, Partners Health Care, Commercial Real Estate Success Training (CREST) & State Street. CLA Faculty from the Departments of Sociology, American Studies, Political Science, Psychology, Cinema Studies, Modern Languages, Literatures and Cultures, and Communication met with CLA Career Specialists, the Manager of University Internships (MUI), and Director of College of Liberal Arts Advising to facilitate dialogue regarding best practices with our internship courses.
- CLA students took advantage of the Beacon's Student Success Fellowship that provides financial support to undergraduate students engaging in summer experiential learning activities such as unpaid or underpaid internships, volunteer work, a faculty-supervised research project, study abroad, participation in an academic symposium, travel related to academic projects and study, and other forms of experiential learning.

***Goal 2: Enriching and expanding academic programs and research and new interdisciplinary programming at the undergraduate and graduate levels. Develop select undergraduate interdisciplinary programs in areas of demonstrated need and demand.***

- The International Relations (IR) major, which previously was a minor only, is off to a very good start. This year, the program boasted a total of 27 students, of which 8 were declared majors. We currently have 6 declared IR majors, and 4 declared IR minors. The program advisor counts several more students advised about the major, but who have not yet declared.
- The B.A. in Labor Studies is a resounding success. In its first year, the program has 10 majors, 10 minors, and 10 certificate students.

- Our new Cinema Studies minor ended the year with a robust 27 minors, after starting off with 10 in September 2016. The program is adding a second large enrollment core course to its curriculum, and has developed its by-laws.
- The three-year old interdisciplinary Human Rights program, housed in the Department of Women's and Gender Studies, continues to grow. It counts approximately 30 minors each year. The team-taught large enrollment introductory course is as popular as ever and continues to be the gateway course to the minor. In addition, the capstone has been taught successfully by faculty from Political Science and Women's and Gender Studies.
- The Masters program in Transnational Cultural and Community Studies accepted its first cohort of students in Fall 2015 and for Fall of 2017 the cohort grew to 13.
- Committees are working on a Dance major, Comparative Cultures major and a Sexuality Studies minor.

**(a) Support leadership and management of scholarly publications.**

The History and English Departments continue to editorially host the *NEQ: New England Quarterly*, with joint faculty editors from both departments.

*Professor Susan Tomlinson of the English Department was named senior editor of the prestigious Legacy: A Journal of American Women Writers.*

**(b) “Smart” expansion of graduate programs in carefully selected niches with high demand and in consonance with the existing availability of faculty resources.**

The *MA in Public Anthropology* was approved by Faculty Council in April. Additionally, the *PhD in Applied Linguistics*, admitted its first cohort (n=4) arriving September 2017.

**(c) Centers and Institutes**

The College of Liberal Arts has seven established Centers created to implement academic and training programs, clinical or community service, or research activities that cannot ordinarily be accommodated within existing departmental structures. A full description of each center can be found on the College's website

<https://www.umb.edu/academics/cla/centers>. Highlighting a few of Centers' accomplishments:

The **Labor Resource Center** This year has been one of re-launching, networking, and community engagement. They have spent a substantial amount of time revamping the curriculum and publicizing the program. Through their networking, community engagement, and research they have been able to rebuild their advisory board comprising of some of the major labor and community leaders in the Boston region. The Center was also busy hosting labor-related films, speakers (topics on Latin American Solidarity, Social Movements in Mexico, and Can Workers of the World Unite?), and fundraising for scholarships.

The **Center for Portuguese Language - Instituto Camões** is the leading organizer of the annual Literature in Portuguese Language Conference. The main focus of the Conference was to reflect on what and how authors from different parts of the Lusophone world may think and, ultimately, voice in response to the idea of solitude in the literary canon. The main goal was to rethink and reflect on the literary production from the Portuguese-speaking countries.

The **Center for the Study of Humanities, Culture, and Society** bridged the gulf between scholarship and teaching by bringing together students and faculty from across the CLA and University to engage with Humanities. The Program sponsored symposiums, writing contest for UMB students, authors, and faculty internal and external to UMB.

***Goal 3: Improve learning, teaching and working environment through increasing accessibility, space, faculty development, and appropriate departmental staffing***

**(a) Continue expansion and refinement of learning outcomes assessment procedures through AQUAD. Move to implementation in departments that have completed AQUAD reviews.**

The learning outcomes assessment is a valuable tool for departmental improvement. The College of Liberal Arts has taken the initiative to develop an assessment cycle for the departments. This enables the Dean to monitor a department's progress on its learning outcomes and it encourages a conversation among faculty to improve and refine student learning outcomes. Departments undergoing AQUAD review are required to articulate, and then review, the learning outcomes for their majors. Additionally, departments are asked to develop a plan for assessing these learning outcomes. This format is designed to help clarify this process in order to ensure each department is actively participating in both areas: 1) development of learning goals 2) assessment of learning outcomes. For a detailed plan, see Appendix 4, Learning Outcomes Assessment Plan. Departments were encouraged to post their learning goals on their website. Example:

<https://www.umb.edu/academics/cla/art/ug/ba>

**(b) Actively participate in planning for new academic buildings and classroom renovations, and to right-size working spaces for faculty, staff, and students.**

The CLA Dean's office worked with the Provost's office to house the Departments of Applied Linguistics, Communication, and Asian Studies in spaces that were more appropriate for their research and teaching activities. The Communication Department moved from its previous cramped quarters to a new space on the 6<sup>th</sup> floor of Wheatley hall. The Department was provided with a much-needed research lab in the process. The Department of Applied Linguistics, which is poised to expand its graduate program, was moved to the 4<sup>th</sup> floor of McCormack Hall with a dedicated conference room and space for graduate students. The Department of Asian Studies is currently moving out of its temporary space in the Science Building to the 6<sup>th</sup> floor of Wheatley Hall.

The CLA Dean's office continues to maintain contact with the REAB process, which will provide newly renovated spaces for Anthropology, and research labs for CLA Departments such as English and Communication.

**(c) Faculty Development**

We support teaching through encouraging CIT participation as well as college level support including collaborating with both CIT and OFD to support professors teaching Large Enrollment (LE) courses. With OFD, we held a luncheon with all LE professors to unveil the LE Resource webpage and get their feedback for further refinements. With CIT, we sponsored a LE teaching forum with a CLA LE professor for all the colleges in the university called, “Before and In the Classroom: Strategies and solutions for Large Enrollment Courses.” CLA continues to support CIT Directors and Instructors with CLRs and Stipends if they are from the college, which is usually the case.

In Spring 2017, we offered 44 large-enrollment classes, fewer than the last two Spring semesters, but we enrolled the most students ever (4294) in a spring semester. Fall 2016 accounted for an all-time record 49 large-enrollment sections, up from 45 in Fall 2015. We were able to room these courses in the campus’s limited large-lecture spaces by judiciously spreading them across all available time slots (see Table 3 below).

**Table 3: CLA LE sections and total enrollments**

			# CLA L-E	#enr CLA L-E
<b>Fall 11</b>	(pre 2-2)	LE = 60+	30	2726
<b>Spg 12</b>	(pre 2-2)	LE = 60+	25	2260
<b>Fall 12</b>	(pre 2-2)	LE = 60+	30	2733
<b>Spg 13</b>	(2-2)	LE = 70+	36	3418
<b>Fall 13</b>	(2-2)	LE = 70+	47	4291
<b>Spg 14</b>	(2-2)	LE = 70+	42	3893
<b>Fall 14</b>	(2-2)	LE = 70+	43	4026
<b>Spg 15</b>	(2-2)	LE = 70+	48	4327
<b>Fall 15</b>	(2-2)	LE = 70+	45	4589
<b>Spg 16</b>	(2-2)	LE = 70+	48	4280
<b>Fall 2016</b>	(2-2)	LE = 70+	49	4550
<b>Spg 17</b>	(2-2)	LE = 70+	44	4294

We also collaborated with OFD to develop rationalized mentoring programs at the departmental level. A sub-group of department chairs is slated to work with the Dean’s office and OFD to formalize mentoring programs in all departments.



***Goal 4: Encourage and foster community engaged scholarship and teaching through outreach to the community***

- We continued and expanded outreach to local high schools. Departments of English, History, Modern Languages, Classics, Performing Arts, and American Studies were involved in several outreach activities such as teacher training, and collaboration with relevant departments in high schools such as the Boston Public Schools.
- Professors Stephen Mrozowski, Amy Den Ouden, and Steven Silliman continued their collaborations with the Nipmuc Tribal Nation and the Eastern Pequot Tribal Nation as part of their research and teaching activities.
- The Fiske Center continued its NEH-funded Plimoth 400 research and outreach project that works with Native and English descent organizations, engages with and informs local community organizations that promote heritage tourism, and through partnership with Plimoth Plantation are contributing to how a significant historical period is interpreted to hundreds of members of the public.
- Professors Lorna Rivera (Women’s and Gender Studies) and Amy Todd (Anthropology) served as advisors for Beacon Voyages for Service (BVS). Professor Rivera led the “Borders & Immigration Trip” to Tijuana Mexico with twelve students. They built a home for a family, interviewed deported immigrants in a detention center (including Haitians deported to Tijuana from the US), and worked with children in an orphanage. Professor Todd traveled to Detroit with a group of UMass Boston undergraduates for alternative Spring Break. Under the theme of “Economic Inequality and Youth Empowerment,” her team did service work at local nonprofits such as “Alternatives for Girls” and “Capuchin Soup Kitchen.”
- Professor Jerry Howard launched the Community Archaeology Program, which involved making connections with local schools to give talks and partnering with the Osher Lifelong Learning Institute to offer a four-part course in Canton.
- The Public History Track of the History M.A. worked with community partners throughout Dorchester in order to launch the Dorchester History Initiative, a community-based project that is about recovering and interpreting Dorchester history.
- The Philosophy Outreach Project, a community-outreach project that is initiated, organized, and run by UMB philosophy undergraduates, ran weekly or bi-weekly meetings with Dorchester high-school students to talk about philosophy. Meetings this year were held at Dorchester youth centers serving mixed/low-income neighborhoods abutting the campus.
- As mentioned earlier, faculty in Political Science and Modern Languages, Literatures, and Cultures offered programs in global community engagement. In particular, Professor Paul Watanabe of Political Science won the 2017 Innovation in Teaching Award for Community Engagement.

### **(a) Outreach: Networking and Communication of the CLA Brand**

*Social Media:* In an effort to better serve our students, faculty, and the community, we have three main social media accounts on which we share pertinent news and information about the college. We have a Twitter feed (n=286), a Facebook page (n=406), and an Instagram account (n=903) and we frequently use these platforms to share information such as: open courses; cancelled courses; university and college events; educational articles; community events; research opportunities; and student, faculty, and alumni awards and achievements. In the past year, our subscribership has consistently increased and student engagement is the highest it has been since we began using social media. Former, current, and potential students and faculty can get a strong sense of who we are as a College simply by looking at our social media feeds.

It is our goal to continue to encourage students to follow us on social media so that we can provide them with as much information as possible in the most direct way possible. In order to do this, we will continue to encourage departments to share our pages with their faculty and students, as well as continue to self-promote within the College and at special events.

*Website:* This year, we have worked with our departments to remain more actively engaged with the content on their individual web pages. In these discussions, we have also encouraged the chairpersons to select one or two individuals who will be responsible for maintaining web content for their department. This has been, and will continue to be, an on-going process as the needs of the college and the needs of the departments continue to change. We also began having the discussions for a college-wide redesign. With the assistance of the staff in University Communications, we have met with chairs and web editors to start the process of re-designing our pages. This process has drastically increased department engagement in their web content and, during Summer 2017, the College of Liberal Arts will begin implementing these new design templates according to the specified needs of each department.

We are creating a list of each department's web maintenance staff so that we may communicate directly with them about the growing needs of the college. We will push for continued engagement with web content to ensure that the information that we are projecting on the web is the most accurate and up-to-date information for all of our website visitors.

#### ***Goal 5: Seek out Opportunities for Revenue Generation***

We continue to expand strategic partnerships with CAPS and encourage more faculty to try teaching online. In particular, the Departments of History and Psychology expanded their on-line teaching capacities.

We have continued our outside fundraising efforts with alumni and potential "friends of the college." The Dean has worked closely with University Advancement to meet with alumni to excite them about CLA, enhance their giving, involve them more in university affairs through classroom visits and guest lecturing opportunities, and involve them in the internship and job shadowing programs.

Finally, we hired a grant administrator (Barbara Matteau) with strengths in finding and packaging/submitting grants for all the Departments, Graduate Programs and Centers of the College of Liberal Arts (CLA). This includes initially working closely with a faculty or student to prepare a robust proposal and finally submitting it to the Office of Research and Sponsored Programs (ORSP). Barbara develops the draft of the budgets, ensures all requisite documents are included in the grant package, and collates all the UMass Boston internal documents. The job entails researching several funding data bases. She also searches a variety of listservs and sifts through the emails that detail various Program Announcements (PA) or Requests for Proposals (RFP). She also has developed a database of various foundations, corporations, and federal sponsors and uses a twitter account, ([@CLA GRANTS](#)) to promote recently awarded grants as well as a Grant Tips of the Week.

Barbara provides grant management support to the faculty with their existing grants. She is a liaison to ORSP to find out the status of faculty's grants with regards to spending activity, no cost extensions, and progress and financial reports. She also works to facilitate the process of any memorandums of understanding or cooperative agreements that Sponsors may require of the faculty. She understands research policies and regulations both at the Sponsor and the University level.

Since her arrival in November 2016, she has met with all the CLA departments and many individual faculty. She has also collaborated with other grant managers in CLA to streamline work and discuss their experiences and, in some cases, help resolve on-going issues.

Submitted and pending grants, Memorandums of Understanding, and Cooperative Agreements since her arrival in November include:

1. Heather Zaykowski, Sociology-Department of Justice – February 07, 2017 - \$496,438
2. Stephanie Hartwell, Sociology, National Institute of Health-R21 –February 16, 2017 – \$423,178 (scored)
3. Olivia Weisser, History, National Institute of Health-G13 February 24, 2017 (02/16) \$50,000
4. Kate Price, Sociology, Department of Justice – March 17, 2017 (03/10) \$133,047
5. Oliva Weisser, History, National Endowment for the Humanities – April 12, 2017 (04/07) \$50,342
6. Stephanie Hartwell , Sociology, Parole Board (Department of Justice) March 15, 2017 \$35,000
7. Lilian-Yvonne Bertram, English, Woodbery Poetry Room Fellowship, Harvard University, \$1,000. **Awarded**
8. Patrick Barron, English, National Endowment for the Humanities – April 12, 2017 (04/06) \$50,396
9. Barbara Matteau, CLA, National Council for University Researchers Administrators, Travel Award, \$500. **Awarded**

10. Erik Levine, Art, Massachusetts Council Artist Fellowship in Film/Video category \$7,500. **Awarded**
11. Sofya Aptekar, Sociology – City of Springfield \$20,000, **Awarded**
12. Heather Zaykowski, Sociology – City of Winthrop \$170,213 **Awarded**
13. Panagiota Gounari, Applied Linguistics– Sodexo (Amount TBD)

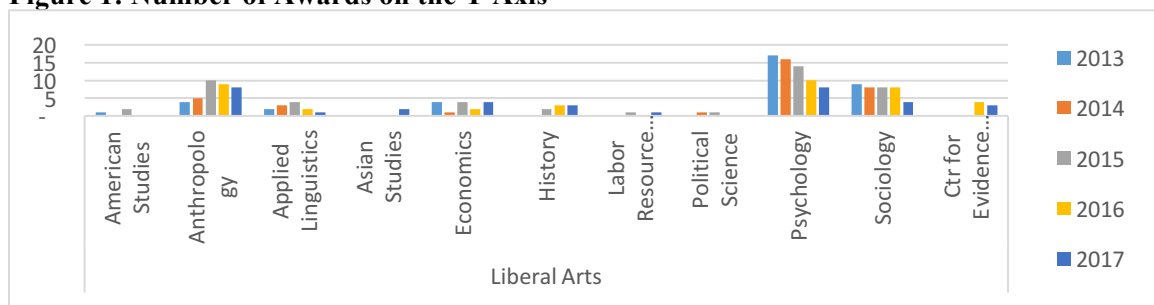
She coordinated a visit with a program officer from the *National Science Foundation (NSF)* and has been at the table for meetings of the *National Organization of Research Development Professionals* and *National Council for University and Research Administrators* meetings.

Patterns of external funding can be assessed by considering: number of applications submitted; number of awards (Table 1 and Figure 1); and grant award dollars (Table 2 and Figure 2). Using data from ORSP completed before the NIH July 16 standard receipt date *44 grant applications originated in CLA - a 13% increase since 2014*. Table 1 and Figure 1 below show actual grant awards and our many departments engaging in grant getting efforts. The best measure of grant funding efforts is applications submitted as often they are able to be revised and resubmitted so they may be awarded subsequent years whereas actual grant awards may fluctuate based on the economy and political context. However, it is worth noting that while applications from the Psychology Department have declined, the dollar amount of the awards has increased over time.

**Table1: External grant awards since 2014**

Division/Unit/Department	FY14	FY15	FY16	FY17
<b>College of Liberal Arts</b>	<b>34</b>	<b>46</b>	<b>38</b>	<b>34</b>
Africana Studies	0	0	0	0
American Studies	0	2	0	0
Anthropology	5	10	9	8
Applied Linguistics	3	4	2	1
Art	1	0	0	0
Asian Studies	0	0	0	2
Classics and RS	0	0	0	0
Economics	1	4	2	4
English	0	0	1	0
Gender Security & Human Rights	0	0	1	0
History	0	2	3	3
Labor Studies	0	1	0	1
Modern Languages	0	1	0	0
Music	0	0	0	0
Philosophy	1	0	0	0
Political Science	0	1	0	0
Psychology	16	14	10	8
Mentoring Center	0	0	4	3
Sociology	8	8	8	4
Women's Studies	0	3	0	0
World Lang & Cultures	0	0	0	0

**Figure 1: Number of Awards on the Y Axis**

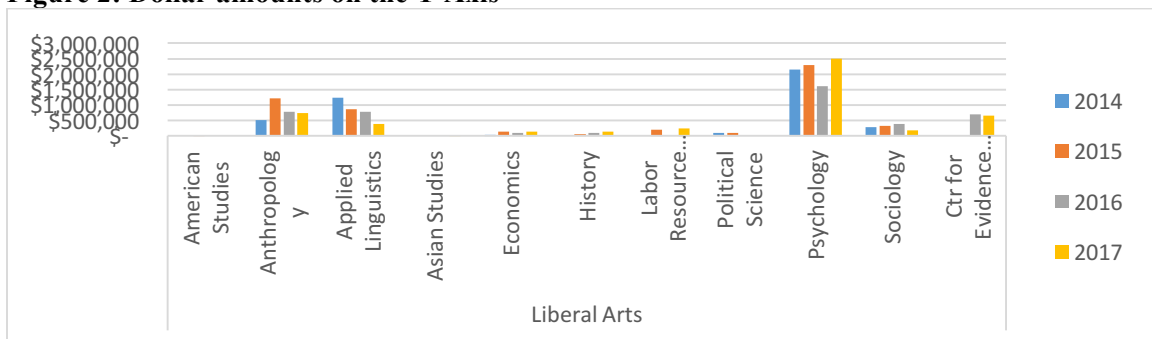


Similarly, since 2014 the dollar amount of awards has increased 14% with the College bringing in over 5 million dollars in awards in FY 2017. Table 2 shows the sum. Both Economics and History have grown their grant portfolios significantly since 2014.

**Table 2: Total grant awards by department and unit 2017**

Departments	Sum of Total Cost Budget	
Anthropology	\$	747,677
Applied Linguistics	\$	387,158
Asian Studies	\$	7,000
Center for Evidence Based Mentoring	\$	652,254
Labor Resource Center	\$	250,000
Economics	\$	146,207 <sup>1</sup>
History	\$	131,415 <sup>2</sup>
Psychology	\$	2,512,291
Sociology	\$	182,850
<b>Grand Total</b>	<b>\$</b>	<b>5,016,852</b>

**Figure 2: Dollar amounts on the Y Axis**



## **2. Other Major Achievements in 2016-2017**

**(a) CLA has continued its strong hiring plan, bringing in faculty with robust and diverse research interests in the social sciences and the humanities.**

<sup>1</sup> Economics should be applauded for their efforts bringing in 5 times more grant dollars than 2014.

<sup>2</sup> History has doubled their grant dollars since 2014.

The following is a summary of the number of TT hires made in the past four academic years:

- **AY 2013-2014 = 16**
  - 6 on replacement
  - 10 new
- **AY 2014-15 = 17**
  - 7 replacements
  - 10 new
  - 2 failed searches
- **AY 2015-16 = 19**
  - 9 replacement
  - 10 new
  - 3 failed searches
- **AY 2016-17**
  - 10 replacement

#### **(b) CLA faculty continued their excellent publication record**

CLA faculty continued robust scholarly production in 15-16. In terms of journal articles and creative works in particular, faculty productivity increased in comparison to 14-15. The college's faculty collectively published 17 books, 235 journal articles, 71 book chapters, 321 creative works, 10 edited books, and 25 columns. See Appendix 5 for full details.

#### **(c) Personnel milestones**

This was a record year for personnel milestones among our faculty. 16 CLA faculty achieved tenure. The College has recommended 3 promotions to Full professor and 17 to Senior Lecturer, and is awaiting responses from the Provost.

#### **(d) College Milestones - Undergraduate Research**

Last year we had the goal of infusing undergraduate research into the curriculum and we achieved this goal by: (1) supporting more than 50 students in the *Undergraduate Research Portfolio Program* with 10 graduating with a note on their transcript of their achievement; and (2) orchestrating our first ever CLA *Undergraduate Research Week*. During *Undergraduate Research Week* students visited archives in the library, were entertained by free concerts, read poetry for Phillis Wheatley Day, saw student capstone projects in the Art Gallery, and participated in our April 26<sup>th</sup> forum, including 20 poster sessions and a nearly equal number of paper presentations. The Portfolio and Forum have been amazing tools for students to both practice and participate in research.

#### **(e) Student and Faculty Success in Teaching, Research and Creative Inquiry**

Typical of CLA, our faculty and students have had a notable year in teaching, research, and creative inquiry. This year began with the official opening and ribbon cutting at University Hall where the Art Gallery hosted 3 shows, the final being the student capstone show. There were many performances across the year including *Batboy The*

*Musical*, free lunchtime Chorus concerts, and Chamber Orchestra and Jazz Ensemble performances. Performing Arts student Stanzi Portenza received the Kennedy Center acting award. Off campus Lloyd Schwartz performed at Carnegie Hall and Cat Mazza displayed her needlepoint art supporting the Clinton campaign. The Presidential Election and its aftermath kept our Political Science faculty including Paul Watanabi and Erin O'Brien in the major media. Professors O'Brien, Motiram, Martinez Reyes, Farsakh, and Albelda were featured in post-election round tables on campus. Roberta Wollons and Lois Rudnick contributed to a February *Boston Globe* editorial, "When Women Speak Out for All." Keren Horn's research on crime and gentrification was featured in the *New York Times*, and Hartwell's work on mindfulness post homicide was featured in a full length article in *ELLE* magazine. Our teachers are award winning and for the second year in a row, of only 2 years being awarded, a CLA faculty person, Rafael Jaen, received the Manning Award for teaching. Ken Rothwell won the Chancellor's Award for Distinguished Teaching as well as the Classical Association of New England's Barlow Beach Award for distinguished service while his colleague Jacqueline Carlon received the society for Classical Studies Excellence in Teaching Award. Our Psychology faculty were busy leading the BEST Team on campus offering mental health services across campus as well as online tips to deal with post-election stress and racism. David Pantalone received the 2017 Psychology and AIDS section Distinguished Emerging Leadership Award while Ed Tronick was the Keynote speaker at the Reiss Davis Child Study Center annual meetings. Sociologist Heather Zaykowski received the Shannon Community Safety Initiative award for Local Action Research. Our students were also recognized for their outstanding academic performances, including Classics major Tim Brady who received a Fulbright to attend Durham University in the UK to continue his studies. Lynae Carvalho, a Psychology major, was the first student to be awarded the Gina Cappello Memorial Scholarship, and Anthropology major, Daniela Bravo-Terkia, won the JFK award.

### **3. Strengths and Weaknesses**

The previous material outlines our strengths and shows how they relate to our strategic plan. Our strengths are spread across the social sciences, humanities, and the arts. Our award-winning faculty is led by 19 dedicated Departmental Chairpersons and 10 Graduate Program Directors all of whom are active in their scholarly fields, their classrooms, and in college administration. CLA faculty also perform the lion share of teaching, scholarship, and service across the University. Through these strengths, our sheer size and talent, and combined efforts across all citizens of the College we are able to educate our students with the analytical skill sets and practical experience necessary to make a difference in the global world.

As noted above, CLA has taken the lead in a number of important campus initiatives related directly to our strategic goals, including promoting undergraduate research and expanding the opportunities for our students to engage in research activities, expanding study abroad opportunities through summer program offerings, providing increased technical support in communications, grant finding, TA training, and teaching LE courses. We also took the lead in developing a prototype and work plan for an electronic one form that streamlines creative course preparation and proposals essential for new and busy faculty. Unfortunately, the work of this committee, while at the goal line, has been continually stymied by budget woes.



CLA has also developed a model for the allocation of staff positions across the college, which unfortunately has not been adapted more broadly by the University for assisting in determining optimal staffing patterns.

One of our most significant weaknesses was in the performance of one particular unit, the Department of Africana Studies. We have taken action to remedy this by placing the department under receivership and we are actively trying to build the necessary infrastructure to attract top notch faculty to revitalize this department.

Another area that we feel can be strengthened is successful fundraising, particularly through research grants. We feel that we can increase our faculty grant submissions, particularly in non-traditional areas, such as the humanities and performing arts, as well as in our graduate programs to provide greater external funding for the college. We want to see a higher percentage of our graduate students supported by outside funds and realize this will be necessary in order to accommodate the reduced availability of university funds for this purpose. Our primary efforts to strengthen this area involve the hiring of a grant manager as discussed above.

One other area we have been focusing on is our graduate programs and expanding admissions through greater marketing to encourage more applications.

#### **4. Unit Goals for 2017-18 and relationship to Strategic Plan**

CLA's goals for next year are directly related to our five year strategic plan as outlined above. We will continue to work on expanding our student retention rates and the percentage of students who graduate in four years through our CLA FIRST!, SophoMORE, and Majors Advising programs. We hope to build on our initial work in laying a foundation for undergraduate research by spreading this to more departments in CLA and involving more of our students. Related goals are to expand recruitment and support for graduate students. A key goal will also be to continue to expand revenue generation through more successful grant applications, broader contact with alumni, and using our new physical assets (University Hall) facilities to draw in more funding from regional donors. We also hope to continue to strengthen our departments through successful top notch faculty hires to the extent allowed by the current budget challenges.

#### **5. Aspirational Peers**

We selected Temple University as our aspirational peer because it's CLA has many programs in the humanities and social sciences similar to ours and a similarly large commuter based student population convened at a public urban institution in the heart of Philadelphia. We admire Temple CLA's ties to their School of Medicine, School of Public Health, and School of Social Work and their faculty's significant revenue generation and notable expertise in the areas of urban health disparities, sustainable communities, survey research, social policy, CJ and substance abuse research centers, and aging and as a driver of the regional economy.

Temple boasts an 88% freshman retention rate and 40% graduation rate at 4 years (UMB is 40% at 6 years, but note CLA FIRST is up to a 34% four-year rate). Two-thirds of

students at Temple are on financial aid, 80% live off campus, and 30% of all classes convene 20 students or less with a 1:14 student faculty ratio. It is the 31<sup>st</sup> largest university in the country and ranked 115 overall by *US News and World Report*. We think their goals of access, affordability (15k in-state, and 2k out of state), diversity, regional economy partnerships, and educating the future workforce of innovators are admirable and achievable at UMass Boston (see Table 3 below). After all Temple had an 83-year head start and does not boast the beauty of our campus on the sea. Table 3 examines similarities and differences across Temple University and UMass Boston. Bolded comparisons provide benchmarks where we'd like to see comparable growth in CLA. Finally, all colleges at Temple are managed using the RCM model, where Deans are responsible and accountable for their budgets as related to enrollments and productivity. This model would be ideal for CLA rewarding all the heavy lifting the CLA does across the University in terms of teaching, scholarship, and service.

**Table 3: Aspirational Peer and UMass Boston Information**

<b>Temple University</b>	<b>UMass Boston</b>
founded 1884	founded 1967
Rank 115 US News and World Report	Tier 2
40,000 (12,000 grad students)	18,000 students overall (3,000 grad students)
18 schools/colleges	11 colleges
4,400 CLA Majors (700 grad students)	4,700 Majors (550 grad students)
<b>\$16 million grant funding in CLA</b>	<b>\$5 million grant funding in CLA</b>
35 majors in CLA	28 majors in CLA
36 minors in CLA	26 minors in CLA
15 MA in CLA	9 MA in CLA
<b>13 PhD in CLA</b>	<b>4 PhD, 1 MFA in CLA</b>