

**College of Liberal Arts
Annual Report
Academic Year 2017-18**

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1. Goals

The College's goals for AY 2017-2018 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

(a) Enhance Student Success Initiatives

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:

- The retention rates of CLA First! compare very favorably to the overall CLA population. This year, we retained an impressive 87% of the CLA First! 2017-18 cohort into Fall 2018. By comparison, the overall retention rate for first-time, full-time freshmen students in CLA into their sophomore year is 78%. The SophoMORE program will be retaining 96% of its cohort into the junior year in Fall 2018.
- The four-year graduation rate of CLA First! students continues to be high: 40% of the 2013-14 cohort, and 34% of the 2014-15 cohort. By comparison the four-year graduation rate for the overall CLA student population is 21% for the last year of data collected.
- Start Smart sessions were offered regularly and continued to mix academic skills with social opportunities. In Spring 2018, the program aligned social opportunities to connect further with the campus community, including attending UMass Boston athletic events and select Performing Arts productions.
- In Fall 2017, an advising and registration workshop was piloted. All CLA First! students in the 2017-18 cohort attended the workshop prior to one-on-one advising. The concept behind this initiative was to teach students how to use the technological aspects related to understanding degree requirements in a classroom setting, allowing for more time for in-depth conversations in one-on-one advising meetings.
- New this year, both CLA First! and SophoMORE shared resources electronically through Google drive.
- In cooperation with the English department, the SophoMORE program completed a second year as an academic course.
- The SophoMORE program continued to partner with Career Services and University Advancement to offer job shadowing opportunities to students. There were 16 participating employers, including several who returned from previous years.

(b) Continue improvement of departmental advising systems

AY 2017-2018 was our second year of continuous programming providing academic advising to all CLA students with declared majors regardless of how long they had attended the University or the number of credits they had accrued. Details of the activities of the CLA Advising Office are in Appendix 2. Key initiatives, successes and improvements of our Advising Program this year are listed below:

- We improved access to CLA Advising. We manually assigned a CLA advisor to each declared major in the student information and registration system (WISER). In the case of a vacant position in the advising office, we assigned the student in the vacant position's caseload, so each student was connected to a specific advisor, who did outreach, tracked, and monitored her/him/them until a permanent replacement could be hired. This was an advance from our previous system, in which students without an advisor were directed to meet with any advisor available, and had our website posted on their WISER student service page instead of an advisor's name.
- In the Spring 2018 semester, our advising office established the Academic Improvement and Resources (AIR) Committee, to survey resources used by CLA advisors, assess the effectiveness of current advising materials, identify additional material needed (with a focus on academic improvement), and then house these resources on line, for both advisors and students.
- Our advising office continues its collaboration with the University Advising Center (UAC) in designing, delivering, and assessing the CLA New Student Advising and Registration (NSAR) sessions offered during orientation for new students, both freshmen and transfers.
- The Retention/Persistence Rate of students who worked with a CLA Advisor were markedly higher than those that did not. Continuing (non-graduating) students who worked with a CLA advisor re-enrolled at higher rates: 13% higher re-enrollment from fall to spring and 25% higher early registration re-enrollment from spring to fall.
- Our College's academic good standing rates (2.0 GPA minimum) are similar (around 90%) among students who worked with a CLA advisor and those who did not. There is a sustained improvement in both groups from two years ago (AY15-16), when the good standing rates were 86% in fall and 82% in spring for CLA Advising, and 80% in fall and 71% in spring for students who did not work with CLA Advising. It is important to note that CLA advisors see more students with GPAs below 2.0 than faculty advisors do, so the fact that our standing rates are similar to the group that sees fewer students below 2.0 is a positive indicator.
- We administered Fall and Spring surveys to students to who see CLA advisors. Over 85% of students in both semesters said that they got an appointment within two days of their request. In Fall 17, 82% said their questions were answered. In Spring 2018, about 40% named a topic they had not expected to discuss or new information they had learned during their advising meeting
- The CLA advising office continues to collaborate with the Offices of Financial Aid, the Office of International Students, and Faculty advisors to strengthen outreach and advising across the university.

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

This continues to be a work in progress. The Deans Council Committee, co-chaired by Dean Terkla, produced recommendations in its report that were endorsed by the Dean's Council, but implementation has been slow. The rubrics for moving the Writing Center responsibilities fully to the English Department are still being developed. This would require a new hire in the English Department, hopefully at the senior level, to continue the momentum of enhancing the Writing Center support at the undergraduate and graduate level. At this time, it is still not clear if this hire will be authorized for FY20. It is hoped that the new Mellon grant (see below) will also serve as a catalyst to help move the implementation of the Committee's recommendations along.

(d) Enhancing the Pre-Law Advising program in collaboration with Career Services and University Advising (Joyce Morrissey in advising drafted large portions of this section).

Overview and Outreach: 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. During the 2017-2018 academic year, pre-law advisors from Advising and Career Services made 177 student contacts (59 individual appointments 1,118 email contacts). An average of 68 students were active on our Pre-Law listserv during the 2017-2018 academic year and 3 alumni sought out pre-law advising. These students received 20 tailored emails through the listserv with a variety of information, including a scholarship opportunity with the American Bar Association and the Foley Hoag Foundation's Scholars Program. We continued to receive referrals from faculty and staff as well as from other students through word of mouth.

In addition to reaching out to current students, pre-law advisors saw an increase in traffic from prospective students at all open house, welcome day and transfer open house events. During the 2017-2018 academic year, multiple students and parents expressed interest at Open House and Welcome Day in the 3+3 BA/JD program offered jointly by UMass Law and UMass. However, no students have officially declared their intention to pursue that program.

Student Resources: Pre-law advisors continued to share new resources with students as well as update the current UMass Boston Pre-Law Guide. One new resource that both pre-law advisors were excited to share with students was free Official LSAT Prep through Khan Academy, in partnership with Law School Admission Council, the makers of the LSAT. Students will be able to diagnose their strengths and weaknesses through accessing practice questions, full-length exams, and additional content. Students will also be able to develop a LSAT practice plan tailored specifically for them as well as receive progress updates, all for free.

Law School Matriculation: In fall 2017, 24 UMass Boston students/alumni matriculated into law school. For the coming academic year, 41 UMass Boston students and alumni have applied for admission for fall 2018. These numbers are consistent with past years. Students/alumni matriculated into the following institutions: Harvard Law School, University of Massachusetts School of Law, New England Law | Boston, New York

University School of Law, Northeastern University School of Law, Suffolk University Law School, Rutgers Law School, Thomas Jefferson School of Law, Tulane University, Vermont Law School, Arizona State University, and Western New England University School of Law.

Future Initiatives: During the 2018-2019 academic year we would like to continue to increase our partnership with our sister campus, UMass Law, including continuing to promote the 3+3 program to current and prospective students. We would like to host a pre-law themed month, leading up to the Boston Law School Forum, a free event geared towards students, which also includes workshops and networking opportunities. This event is sponsored by the Law School Admission Council. We hope to increase our visibility on campus by having new promotional materials created through the in-house Creative Services department. Our goal is to have cards displayed on the shuttle buses, to have a slide in regular rotation on the TV monitors throughout campus, and to have a one-page FAQ document about pre-law advising on our website.

(e) 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:

- The Office of Career Services and Internships (OCSI) made 68 classroom presentations reaching 1,305 students. The CLA Career Services Specialists provided 22 workshops/events impacting 628 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 an Etiquette Dinner.
- CLA worked with the OCSI to help any CLA student seeking an internship understand how to proactively find and secure one. Additionally, the Manager of University Internships has helped 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, Commercial Real Estate Success Training (CREST), State Street, Scholar Athletes, Justice Resource Institute (JRI), and the Boston Private Industry Council.
- CLA collaborated with the OCSI and the University Advising Center (UAC) to continue to build a pre-law advising program with a dedicated UAC advisor and a dedicated OCSI career specialist.
- The Career Specialists for College of Liberal Arts, along with the Assistant Director of Career Services and Internships, implemented a new Government Careers Forum, a twist on our previous Federal Careers Forum, to help students compare federal job opportunities to other government and state career opportunities.

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.

Due to the moratorium on the approval of new programs at the University level, our momentum in creating new programs has been hampered. However, programs that are relatively new have been making solid progress

- The International Relations (IR) major, which launched in 2016, has had truly explosive growth this year. Last year, the program had 6 declared majors. This year, that number increased to 93 (with 85 students declared first majors, and another 8 with IR as a second major).
- The B.A. in Labor Studies continues to hold steady. In its first year, the program had 10 majors, 10 minors, and 10 certificate students. We now have approximately 10-15 majors and 10 minors, to go along with about 15 Labor Certificate students.
- The Cinema Studies Minor has continued to grow. The program currently enrolls 31 minors, compared to 27 minors in its first year, after starting off with 10 in September 2016. Students graduated for the first time with a minor in Cinema Studies from the University of Massachusetts Boston in 2017-18. The program's Internship Committee made significant progress in setting up internship opportunities for students both on and off campus (at the University Gallery, in the new dorms, and at the Boston Society of Film Critics).
- The three-year old interdisciplinary Human Rights program, housed in the Department of Women's and Gender Studies, continues to grow. It currently has around 30 declared minors. The team-taught large enrollment introductory course is as popular as ever and continues to be the gateway course to the minor.

A big boost to the humanities curriculum for undergraduates will be provided by the just-received \$515K, three-year grant from the Andrew Mellon Foundation (the first-ever from this Foundation for the campus). Titled, "High Impact Humanities: Connecting Curriculum, Community, and Careers for Student Success," this initiative will provide undergraduates with opportunities to engage in humanities-focused research, experiential coursework, internships, and civic engagement as a path to student success and career development.

High Impact Humanities will establish a "Humanities Incubator" on campus which will produce programming that breaks down traditional barriers among curricular, extracurricular, and career-focused learning and promotes student engagement with Boston as a humanities hub. The Humanities Incubator will provide faculty with financial, administrative, and informational resources to create new courses employing best practices in student-engaged learning. In addition to expanding on successful first-year courses in CLA-First! focused on the city of Boston, the Incubator aims to develop an upper-level curriculum that helps students experience—through site visits, hands-on research, and museum and library partnerships—the dynamic creativity, analytical thinking, and cultural engagement central to the humanities. The Incubator will offer seed funding and pedagogical training for this innovative humanities teaching. It will also institute "Careers in Humanities" courses and internships, and develop a "High Impact

Humanities Forum,” featuring a student-advisory group that will plan arts and humanities events on campus. There will also be mentoring support for undergraduate research and writing in the humanities.

The program’s ultimate goal is to stimulate academic engagement that will increase our undergraduates’ persistence, degree completion, and interest in post-graduate education.

(a) Support leadership and management of scholarly publications.

The History and English Departments continue to jointly manage the editorship of the *New England Quarterly*, with 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.

Graduate programs potentially located in CLA that were approved by faculty council last spring but remain frozen in the Provost’s office, include the MA in Public Anthropology, the Public Health programs, and the Social Work programs that have large MA components. Other graduate programs that faculty have proposed preliminarily that require no new resources, but still hang in the balance include a graduate certificate in WGS/MFA and a Public History Certificate.

Our newest graduate programs, TCCS and the PhD in Applied Linguistics, are steadily growing. The PhD is in its second year and has 12 students, while TCCS also admitted 12 MA students up from 6 last year and 8 from the program’s inaugural year.

(c) Centers and Institutes

In Fall 2017, we hired a permanent director for our new **Ethics Center**. He has hit the ground running, and in the short span of one year has transformed the Center into a powerhouse of intellectual activity. The programming that has come out of the center has been deeply enriching for the campus as well as the community beyond UMB. The Ethics Center inaugurated a series of public conversations titled *The Ethics Forum* on topics including Apple’s new Face Recognition technology, the role of conspiracy theories in our political discourse, African American mass incarceration, and the Antifa movement. The Ethics Center also initiated a podcast titled *Ethics in Action*. The podcast features in-depth conversations with scholars who do work at the intersection of ethics and public policy. The Center organized and co-hosted a day-long symposium on the work of economist, social thinker, and public intellectual, Glenn Loury, as well as a public lecture by National Book Award winner James Carroll on American nuclear policy. The Center is also starting to see success in its fundraising efforts.

The **Andrew Fiske Memorial Center** had a very strong year. The Center continued to work on federally funded programs in Iceland (funded by the NSF Polar Programs), New Mexico (funded by the NSF Archaeology Program), and Plymouth (400 Project funded by the NEH), as well as a series of smaller, local projects. These included the Hassanamesit Woods Project, which is a collaborative effort involving the Nipmuc

Nation and the Town of Grafton. Collectively these projects continue to generate research that is being used in student MA theses, published in peer-reviewed journals, and presented at national and international proceedings. The Fiske Center also received two major new grants this year. The Plymouth 400 project was granted a new NEH Humanities Collections and Reference Resources Program grant (\$183K) to support collections and documentary research that will help to deepen the intellectual scope of the project. In addition to the NEH grant, the Fiske Center has also established a new Cooperative Ecosystem Studies Agreement with the National Park Service that will focus on documenting the effects of erosion on the cultural resources of the Cape Cod National Sea Shore. This project (\$80K) has tremendous potential because the methods the researchers are experimenting with to record the coastal changes will be applicable to other coastal areas. It also involves collaboration between the Fiske Center and the Mashpee and Aquinnah tribal nations.

The activities of the **Center on Gender, Security and Human Rights (CGSHR)** in the past year have encompassed a range of endeavors. CGSHR held a robust International Speaker Series this year, including organizing four main events, and cosponsoring three additional events. Their talks brought in as many as 175 people per event, and overall the series garnered the highest attendance rates since the Center has been on campus. Several years of activity on the development work yielded both a \$50,000 grant from the Compton Foundation to support CGSHR's innovative Feminist Roadmap to Sustainable Peace project, as well as invitation to apply for a renewal grant. The Center prepared 18 new Annotated Bibliographies and other Bibliographic Resources for posting on the website. These Bibliographic Resources help provide an important service to researchers from poorer countries across the globe who have limited access to academic research related to gender, armed conflict and peacebuilding.

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.

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) 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. CLA continues to support CIT Directors and Instructors with CLRs and Stipends if they are from the college, which is usually the case. We also have been able to award Dean’s Travel, Discretionary, and Research funds. Resources are available to support faculty advising, teaching LE courses, and working with TAs

In Fall 2017, we offered 46 large-enrollment classes, fewer than in Fall 2016, but we enrolled the most students ever (4749). In Spring 2018, we offered 45 LE courses and enrolled 4494, more than in any previous spring semester (see Table 1 below). We continue to struggle to afford TA coverage for all LE courses and we are typically one or two classes short.

Table 1: CLA LE sections and total enrollments

		# of CLA L-E	# enr CLA L-E
Spg 14	LE = 70+	42	3893
Fall 14	LE = 70+	43	4026
Spg 15	LE = 70+	48	4327
Fall 15	LE = 70+	45	4589
Spg 16	LE = 70+	48	4280
Fall 16	LE = 70+	49	4550
Spg 17	LE = 70+	44	4294
Fall 17	LE = 70+	46	4749
Spg 18	LE = 70+	45	4494

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

- Professor Jill McDonough of the English Department is drafting a book of poems based on her volunteer position with the Department of Youth Services tutoring incarcerated children. Her goal is to bring educational opportunity behind bars while shaping a series of poems that considers a broad view of American priorities and what we do with our wealth. She is also partnering with College Bound Dorchester managing a program that teaches Poetry to inmates at Suffolk County House of Correction. With Stephanie Hartwell she is establishing the Prison to School Pipeline Program offering ex-inmates support on their transfer to Community College.
- Professor Amy Den Ouden of the Department of Women’s, Gender, and Sexuality Studies continued her community-engaged research and advocacy for

- the Eastern Pequot Tribal Nation and the Herring Pond Wampanoag Tribe, focusing on indigenous women's histories, the preservation of tribal lands and cultural heritage, and tribal nation self-determination.
- Professor Stephen Silliman of the Anthropology Department, along with three graduate students and three undergraduate students, prepared, and then repatriated, the ten field seasons of archaeological materials (about 90,000 items) to the Eastern Pequot Tribal Nation in Connecticut. The Eastern Pequot have a MOU with the Mashantucket Pequot to curate these materials at the Mashantucket Pequot Museum and Research Center where they will reside in Pequot territory and be available to Eastern Pequot tribal members and researchers. This repatriation follows the completion of 15 years of research and also 15 master's theses completed to date on these collections.
 - Professor Rosalyn Negrón of the Anthropology Department co-taught the Latino Leadership Opportunity Program with Celina Barrios-Millner, Immigration Integration Fellow for the City of Boston - a collaboration established through the Office of Community Partnerships. Together, Rosalyn and Celina lead students on a community-based project in three Boston neighborhoods (Chinatown, Dorchester, and East Boston) with the goal to develop recommendations on how to improve the City's Boston.gov website to better reflect the diversity of Boston. Students presented the results of their project to reps from various city offices including website, tourism, and communications.
 - Professor Nir Eisikovits, Director of the Applied Ethics Center, initiated a community engagement project focused on the Confederate monuments debate. The Center is working with the Urban Scholars "Boston Strong" summer program which combines students from Boston Public High Schools and the Cambridge Rindge and Latin High School. The group has developed a philosophical curriculum to help high school students think through some of the ethical and philosophical questions that arise in the context of the confederate monuments debate. This project also partners with the Edward M. Kennedy Institute where students will have a mock senate debate on a bill calling for the removal of monuments from the Capitol building, and with the Institute of Contemporary Art, which will help students create a public arts project around the monuments debate. The Center has obtained a grant from Mass Humanities to support the project.
 - The Labor Resource Center's Labor Extension Program developed and delivered training sessions on a variety of topics throughout the region, including hosting the UALE Union Women's Summer School, strategic planning with the MA AFL-CIO, and developing workshops for Greater Boston Legal Services, the Massachusetts Teachers Association, and the Women's Institute for Leadership Development. The Director of the Labor Resource Center also chairs the MASS AFL-CIO's "Researchers Roundtable," which is designed to strengthen the labor movement's capacity to engage in research, and is on the advisory board for an NEH grant run through the New Bedford Fishing Heritage Center.
 - Stephanie Hartwell of the Sociology Department is the Principal Investigator on a US Department of Justice grant with Massachusetts' Parole on a study of medicated assisted treatment for Parolees with opiate misuse histories.

(a) Outreach: Networking, Events and Communication of the CLA Brand

Social Media: In an effort to serve better 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=333), a Facebook page (n=490), and an Instagram account (n=935) 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. Dean Terkla also tweets about faculty and student achievements and college happening and currently has 162 followers!

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.

Web: We are also in the process of web updates beginning with the CLA pages and Performing Arts.

CLA Research Week: Our signature event in April enjoyed wide participation from nearly every department during the highlight, the posters session. Of the event a student wrote, “During my time at UMass Boston, I have attended and participated in plenty of poster sessions and CSM career/academic panels. Activities hosted by CSM cater to scientists (in training), so you are most likely to meet people who do research in the natural sciences exclusively. In attending the CLA showcase, I expected something quite like the CSM poster sessions; yet the research content being presented was refreshingly unfamiliar, given the range of disciplines that comprise UMB’s CLA. By attending and engaging in this showcase, I was exposed to topics ranging from literature to neuroscience and was able to observe what research in the humanities is like as opposed to the natural science research I am accustomed to. From literary surveys on the Peloponnesian War and inquiries about current opinion on capital punishment in Japan and the socio-political standings that might influence its support, to multimodal sensory integration in social cognition and the epigenetics of neuronal development: these topics could all be found in the CLA showcase. I must point out that while I am always pleased to learn about the research social scientists on campus are carrying out, seeing representation for the classics department was very heartening to me, as I believe that us (science) students can often forget that the humanities produce serious, valuable scholarship.”

Goal 5: Seek out Opportunities for Revenue Generation

We have continued our outside fundraising efforts with alumni and potential “friends of the college.” The *Foley Hoag Foundation Scholars program* was born pairing an undergraduate CLA student in this competitive semester long *paid internship program* at Foley Hoag each semester advancing the social justice mission foundation for the law firm. This type of long-term “scholars” program provides a model of corporate academic partnerships that benefit both UMB students, who gain network connections and visibility, and the community.

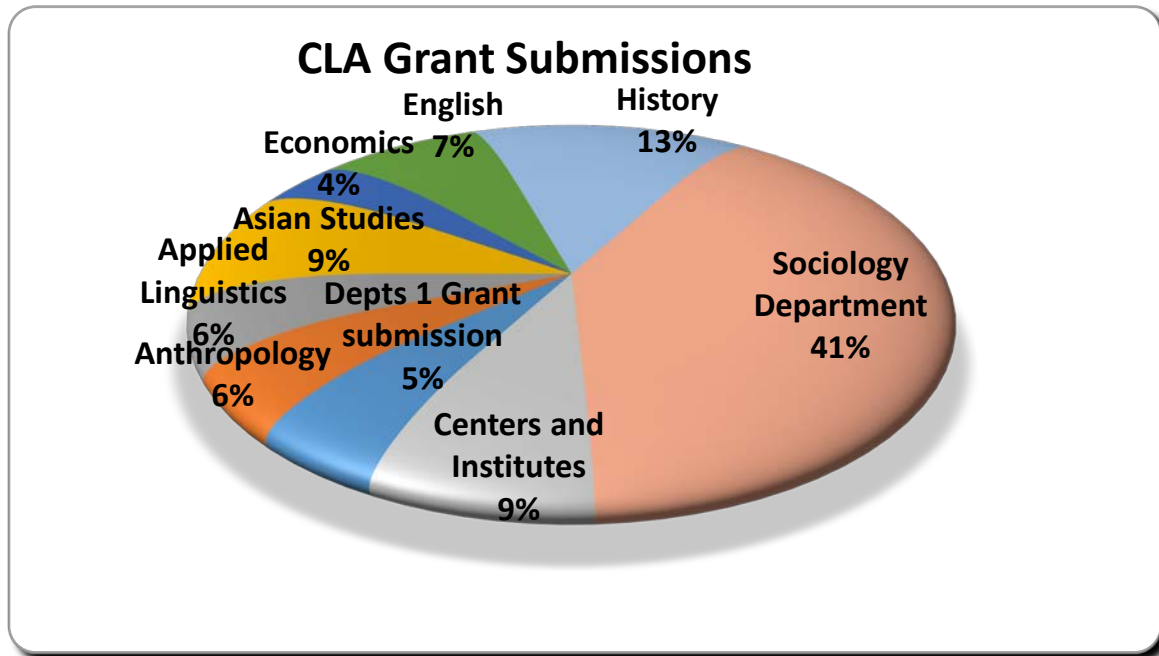
The CLA grant manager provides grant finding and grant management support to all units without a grant manager. Since her arrival in 2016 we have seen a far more varied group of faculty and programs look for and receive grants including the CLA Dean's Office first grant from the Mellon Foundation. Table 1 shows the diversity of departments applying for grants, and Figure 1 below shows the percentages of grant applications from the total for each unit except psychology because that department has its own grant management team.

Table 2:

DEPARTMENTS	Grants
<u>Africana Studies</u>	0
<u>American Studies</u>	0
<u>Anthropology</u>	3
<u>Applied Linguistics</u>	3
<u>Art</u>	1
<u>Asian Studies</u>	5
<u>Classics and Religious Studies</u>	1
<u>Communication</u>	0
<u>Economics</u>	2
<u>English</u>	4
<u>History</u>	7
<u>Latin American and Iberian Studies</u>	1
<u>Latino Studies Program</u>	0
<u>Modern Languages</u>	0
<u>Native American and Indigenous Studies</u>	0
<u>Performing Arts</u>	0
<u>Philosophy</u>	0
<u>Political Science Department</u>	0
<u>Psychology</u>	
<u>Sociology Department</u>	22
<u>Women's and Gender Studies Department</u>	0
Centers and Institutes	5
TOTAL	54

In addition, the psychology department graduate students submitted 16 grants of which 13 were awarded. The Chair also reports about 20 grant proposals submitted by faculty and that faculty had 10 active research (federal and private) grants last year totaling about \$1.7 million. Overall, this year CLA is on course to generate approximately 4 million in grants with an overall average over the last five years of around 5 million annually. This is almost 10% of the total R&D expenditures for the University, which is quite impressive and significantly exceeds the percentage of total campus R&D expenditures accounted for by its aspirational peer(s).

Figure 1:



2. Other Major Achievements in 2016-2017

(a) Despite budgetary limitations, CLA has been successful in recruiting faculty with robust and diverse research interests in the social sciences and the humanities.

The university budget difficulties resulted in a hiatus (hopefully quite temporary) in the large number of replacement hires. The following is a summary of the number of TT hires made in the past four academic years:

- **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
- **AY 2017-18**
 - 10 replacement

(b) CLA faculty continued their excellent publication record

CLA faculty continued robust scholarly production in 16-17. The college's faculty collectively published 19 books, 222 journal articles, 78 book chapters, 325 creative works, 9 edited books, and 15 columns. Production of books and book chapters increased when compared to the previous year, with journal articles and creative works remaining stable. See Appendix 5 for full details.

(c) Personnel milestones

7 CLA faculty achieved tenure, and 2 were hired with tenure. The College has recommended 4 promotions to Full Professor and 7 to Senior Lecturer and is awaiting responses from the Provost.

(d) College Milestones – Special Initiatives

The *Undergraduate Research Portfolio Program* is in its second year and has convened 60 students with 10 graduating with a note on their transcript of their achievement. We also held our second CLA *Undergraduate Research Week*. During *Undergraduate Research Week* students visited public history installations, read poetry for Phillis Wheatley Day, attended career events, listened to a human rights panel, and participated in our Undergraduate Research Showcase with a poster session that doubled in size to more than 40 posters across all CLA disciplines. This year the 2 best posters from Economics and Sociology received \$50 Amazon Gift cards. We also held a lunch session on careers and graduate school after graduating with a degree from CLA.

The *Electronic One Form* project was almost at the finish line through the process we mapped out showing the need for an online approach to streamline governance paperwork when Curricolog fell into our laps. It is a state of the art program adopted by Lowell and Dartmouth. Financing of, and supporting, this system is currently being studied by the Provost's Office.

The new *Foley Hoag Scholars program* was modeled after the successful State Street Scholars program, developing a cohort of participants semester after semester. The first fellow, Pantea Fatemi Ardestani, created the following deliverables for the FH Foundation: Impact Analysis, Administrative Manual, Apprentice Learning visit scripts, scheduled 2019 Speaker series, and the Annual Report. She also created a twitter presence for the Foundation. Our second fellow, Emily Curran, was mentored by Pantea and is ready to begin come September.

(e) CLA Success in Teaching, Research and all Creative Inquiry

CLA programs lead the campus in creative inquiry. Activities include:

- Harbor Gallery Shows: Richard Yarde, South Boston Artists: Current, HARD: Subversive Representation, Student Capstones
- Theatre Productions: Importance of Being Ernest, Student Bodies
- 2 chamber orchestra performances a year lead by female conductor Sommer Forrester.

- National and International art installations shows and awards for Margaret Hart, Erik Levine, Wenhau Shi
- Poetry readings at Brookline Booksmith and new books from Lillian Bertram, Jill McDonough, Lloyd Schwartz
- Public History exhibit: Uncovering the Dorchester Industrial School for Girls
- The Ethics Center speaker series
- TCCS sponsored conference with the Department of Mental Health on Asians Mental Health
- Alumni awards notably from the MFA program with an NEA Literary Fellowship, NEFA Creative City grant, and a National Book Award
- Student Awards: JFK Award Chris Walkes English, Gina Cappello Scholarship Lynae Carvallo Psychology
- Notable grant awards from the Mellow Foundation and Foley Hoag Foundation
- Notable award winning scholarship of faculty: Albelda on Family Medical Leave, and Wang on Chinese Orphans
- Chancellor Awards for Distinguished Teaching (Ehrlich) and Research (Nelson)
- Lifetime Achievement Awards: Watanabe (Order of the Rising Sun from Japanese Government for contributions), Cunningham (Distinguished Public Service Award Massachusetts Public Schools), Tronick (0-3 Lifetime Achievement Award for Improving the Lives of Young Children)

3. Strengths and Weaknesses

Strengths:

- 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.
- 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, teaching LE courses, and the electronic one form.
- Department of Africana Studies. We have rebounded from a department in receivership to a department with 3.5 new hires.
- Grant-making in the humanities is growing thanks to faculty NEH successes, the Ethics Center, and the Mellon grant for high impact humanities based in experiential and service learning.

Weaknesses:

- Creative Inquiry: faculty are feeling hamstrung by the inability to innovate in their programs due to slowdowns in governance and administrative churn.

- Faculty morale: while CLA still has resources the silent majority of faculty are feeling a bit adrift from the UMB mission currently, teaching LE classes and not being able to support their graduate students adequately financially.
- Fundraising: the college in collaboration with advancement should be bringing in more gifts of any amount.

4. Unit Goals for 2018-19 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 success in 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 and broader contact with alumni and 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 Wayne State University as our aspirational peer because it is a part of the Urban Coalition and is a public urban research university with a social justice mission serving largely minority first generation college students. Wayne State is larger than UMass Boston, has 13 unions, and remains an innovator with student access though the school is largely commuter based in the heart of downtown Detroit. Wayne State is the 7th largest employer in the area. Wayne State has 13 colleges including a School of Medicine, School of Social Work, a Law School, the College of Education and Human Development, College of Fine and Performing Arts, School of Engineering, Illych School of Business, a School of Nursing, College of Pharmacy and Health, School of Informational Sciences, College of Liberal Arts and Sciences, and Graduate School. Students come from every state and 60 countries and 48% are minority students. Their faculty's significant revenue generation and notable expertise being in the top 100 Universities according to the NSF for R&D Expenditures ranking above University of Massachusetts at Amherst. Wayne State brings in approximately \$224 million in grant money a year while UMass Boston brings in approximately \$50 million from a relatively narrow group of academic units.

The College of Liberal Arts and Sciences (CLAS) is used as our aspirational peer as it includes the humanities, social science, physical and life science, and a variety of interdisciplinary programs including public health and environmental studies. We have also broken down R&D data by humanities and social sciences only. It is interesting that both Wayne's CLAS and UMBs CLA have the same number of Department units that serve differing numbers of students, majors, and faculties. The Graduate School at Wayne State also assures the highly regarded graduate programs and students that there are commensurate services at the graduate level as the undergraduate level. Graduate students are not an afterthought at Wayne State, they are collaborators, valued resources, peers, and educators.

Table 3: Aspirational Peer and UMass Boston Information

Wayne State University	UMass Boston
founded 1868	founded 1967
RTier 1	RTier 2
28,000 (11,000 grad students)	19,000 students overall (3,500 grad students)
13 schools/colleges	11 school/colleges
11,000 CLAS Students	4,700 CLA Students
\$19 million grant funding in CLAS (\$6 million in Humanities and Social Sciences annually)	\$5 million grant funding in CLA
40 majors in CLAS	28 majors in CLA
19 departments	19 departments
306 FT Tenured and TT Faculty	203 FT Tenured and TT Faculty