**COLLEGE OF LIBERAL ARTS**

**ANNUAL REPORT**

**ACADEMIC YEAR 2014-15**

**DAVID TERKLA, DEAN**

CLA is the largest college at UMass Boston featuring a wide range of undergraduate majors and graduate programs in the social sciences, arts, and humanities. Our increasing number of interdisciplinary programs, as well as cross-college, cross-university, and external partnerships, position us to move nimbly as the frontiers between disciplines are redrawn, and as new paradigms of knowledge emerge. In the context of our urban mission, our programs engage with the community in the broadest sense through student and faculty projects in urban, transnational, and international settings. Our goal is to convene and educate citizen scholars (students) through hands on experiences in the humanities, social sciences, and the arts.

1. **Goals for 2014-15**

The College’s goals for AY 2014-2015 are listed below with the current status of each. These goals were taken from the College’s 2011-2015 Strategic Plan which intentionally aligns closely with the University’s Strategic Plan and last year’s Annual Report.

* ***Advance Student Success and Development***

(More details in Appendices I and II)

* **Continue expansion, evaluation, and improvement of CLA First!**
	+ We maintained and enhanced the CLA First! student success program.
	+ We continue to revise and expand the CLA SophoMORE program, and added degree attainment plans to the outcomes for that program.
	+ Start Smart! programing was available to all incoming students, and a CLA Welcome Reception for all new students was added to the calendar for Welcome Week.
	+ The block scheduling initiative continues into this summer, with the addition of possible math courses to the student blocks.  We are reviewing data from the past academic year to gauge impact of blocks on completion of identified courses within the freshman year.
	+ CLA First! was rigorously evaluated as part of graduate coursework in Sociology; the evaluation revealed uniformly positive outcomes for student’s advising experience and connection to University resources.
* **Continue improvement of department advising systems.**
* We continue to provide training and support to faculty advisors.
* We continue to staff and guide the faculty Majors Advising Committee (made up of faculty representatives from all 18 CLA departments).
* We continue to implement mandatory advising and advising holds for students instituted in AY 12-13.
* We expanded, and next year will enhance, the CLA Advising Programs substantially by providing professional advisors to all new students with a declared major in CLA. We continue to deliver the CLA Academic Standing Program and next year all advisors will implement the program.
* **Implement requirements that assure that students progress through the intellectual levels of the curriculum in an orderly way [e.g., require that all CLA graduates complete one third or one fourth of their course work at the 300/400 level or require both a major and a minor].**
* We developed four-year graduation plans for all majors in collaboration with the Registrar’s Office and through the academic management program UDIRECT. CLA is cooperating fully with the implementation of UDIRECT; our Director of Majors Advising has been working as a liaison with our departments. We are looking forward to a fully implemented system in the college, which will give us a better knowledge of expected enrollments in courses based on students staying on their designated tracks.
* The College continues to increase the number of interdisciplinary minors available on campus to encourage students to enroll for minors as well as majors.
* **Publicize and promote internship opportunities for undergraduates**

Most academic departments in CLA offer internship opportunities to undergraduates. Some (like Women’s Studies) require an internship for completion of the degree. Some, like Sociology and Psychology, have an internship coordinator to handle their numerous internships. Almost all of our graduate programs offer internship, immersion, or practicum opportunities for their students. Psychology’s PhD in Clinical Psychology provides year-long clinical placements. The Center for Gender, Security and Human Rights offers a successful and internationally-known summer internship that draws students from all over the region and several universities. The publicizing and promotion of internship opportunities varies from department to department, but each department in CLA promotes internship, practicum, and real world placements to complement our strengths in community engaged scholarship, service learning, and undergraduate research.

CLA has continued to interface productively with the Office of Career Services and Internships (OCSI), with examples of collaboration outlined below:

* There were three career-focused workshops among CLA First! Start Smarts: “Career Jeopardy”; “Resume Workshop”, and “Major Exploration Workshop”. There were 19 Starts Smarts offered for 2014-15; 12 in the fall (four open to all new CLA students), and 7 in the spring (three open to all new CLA students).
* There were four career-focused workshops for SophoMORE Success Bytes including “Resume Workshop”; “LinkedIn”; and “Use of Focus 2”.  Additional workshops and trainings were provided for those who participated in the Job Shadow program: 8 SuccessBytes were offered in Fall 2014 and 5 in Spring 2015 (not including Job Shadow Celebration).
* During the 2014-2015 academic year, the OCSI in collaboration with the College of Liberal Arts and University Advancement presented the sixth annual Career Symposium.  Fifteen CLA alumni returned to campus to speak with a record breaking number of students (137) about their career paths and how they leveraged their liberal arts degree when building their career.  This was a great learning and networking opportunity for CLA students. The OCSI has supports in place to help any CLA student who wants an internship understand how to proactively find and secure one.  Additionally, there is a Manager of University Internships who has helped to build special partnerships with local employers and CLA students have the opportunity to apply for those internships.  This past academic year many employers, including the CIA, Commonwealth of Massachusetts, South Shore Mental Health, State Street Corporation, The Marble Collection, and Edward M. Kennedy Institute for the United States Senate were on campus to recruit students for opportunities. The Career Specialists for CLA actively promote internship opportunities to students through individual appointments, emails, and during classroom presentations as applicable.
* SophoMORE involved 31 students in the Job Shadow Program.  All students are scheduled to complete their job shadow placement by the end of the summer.  Twenty-three employers were involved as Job Shadow hosts, of which five were returning hosts, and 12 were alumni.
* CLA collaborated with OCSI and served on the hiring committee for the second CLA Career Service Specialist.
* CLA collaborated with OCSI and the University Advising Center (UAC) to build a pre-law advising program with a dedicated UAC advisor and a dedicated OCSI specialist. At the request of the president’s and provost’s offices, we collaborated with representatives from UMass School of Law in leading a faculty committee, which developed an articulation agreement for a 3+3 program that was signed by the Provost in January 2015. We also submitted a draft articulation agreement for 4+3 and 3+3 programs with Suffolk University in April 2015. Students at UMB interested in Pre-Law can now declare that interest and are advised by UA and OCSI about related events on campus and LSAT prep courses. Similarly, they are given a semester by semester timeline and a list of suggested courses they should take if they are interested in going to law school or the 3+3 program. In collaboration with the UAC, we led an information session at the Spring 2015 Welcome Day that was well attended by prospective students and their parents.
* **Publicize and promote study-abroad opportunities**.

The College and the University as a whole offer or subscribe to many study-abroad programs. CLA students take advantage of various exchange agreements set up by the University. However, a large percentage of our students have neither the financial resources to go to another country for a semester nor may take time away from the jobs most of them have while attending school. In order to address this, we have been proactive in developing and offering shorter-term programs abroad such as summer or winter session courses that are able to draw in students because both cost and time are less of a burden. In addition, as part of the capital campaign, we have started a student assistance fund for alumni donations. If we can get sufficient capitalization of this fund, we can begin offering programs to assist students to attend conferences with faculty as well as study abroad opportunities.

Short-term CLA-Sponsored Study Abroad Initiatives include:

* + Caribbean Society and Culture in Comparative Perspective, sponsored by the Sociology Department and CAPS (4 weeks)
	+ China Today: Culture, History and Society, sponsored by the History Department and CAPS (2 weeks)
	+ The Cities of Vesuvius: Ancient Greeks and Romans on the Bay of Naples, sponsored by the Classics and Religious Studies Department and CAPS (2 weeks)
	+ Food and Culture: The Italian Experience, sponsored by the Modern Languages, Literatures and Cultures Department and CAPS (3 weeks)
	+ From Bologna to Blogosphere: The History of Written Correspondence, sponsored by the English Department and CAPS (2 weeks)
	+ Haiti and the Dominican Republic Today: Crossing Boundaries, sponsored by the Africana Studies Department and CAPS (3 weeks)
	+ Maya Archaeology Field School in Belize, sponsored by the Anthropology Department and CAPS (4 weeks)
	+ Theatre in London, sponsored by the Performing Arts and English Departments and CAPS (5 weeks – not given in Summer 2014)
	+ Department Faculty of the Women’s and Gender Studies Department accompanied students on a Beacon Voyages for Service trip to Guatemala

Short term Study-Abroad Initiatives in Preparation:

* + Paris a Living Textbook: A Service Learning Program in Paris, France, sponsored by the Department of Modern Languages, Literatures, and Cultures (3 weeks); slated to pilot in summer 2016
	+ A study abroad program in collaboration with the University of Qunitana-Roo, Mexico, sponsored by the Department of Anthropology
	+ Further options in China are under consideration
* **In cooperation with the wider University, develop programs to assist students on academic probation**.

In FY2014-2015, CLA Majors Advising continued to have one dedicated advisor for students with GPAs below 2.0 (probation or extended probation) and some students whose prior semester GPAs were below 2.0 (warning). These students received specialized intrusive advising. Of the 126 students who participated, 60% achieved good standing; 82% improved their GPA (indicator that they will eventually achieve good standing). In FY 2015-2016, the office will transition from one advisor working exclusively with students whose GPAs fall below 2.0 to all advisors implementing CLAASP programming and creating academic improvement plans with their advisees whose GPAs fall below good standing.

* ***Impact of Student Success Initiatives***

The full measure of the impact of these activities is not available yet since the end goal is higher student retention and higher four-year (and even five-year) graduation rates. However, there are early signs that we are moving in this direction. The four year graduate rate from the CLA FIRST! cohorts continues to grow, from 21% of the entering cohort (2010-11) to 25% of the 2011-2012 cohort. This compares to a CLA-wide average range of 9-13%. Even adjusting for selection bias, this appears to be a significant difference. Moreover, 54% of the 2012-2013 cohort has been retained into Fall 2015, 68% of the 2013-2014 cohort, and 77% of the 2014-2015 cohort. The latter is slightly above the university-wide 75% retention rate of first-time, full-time freshmen.

Likewise, the importance of Major Advising is beginning to show up in the high percentage of students reenrolling in the next semester after receiving professional advising. 92% of students advised in the Fall 2014 semester re-enrolled in Spring 2015, compared to 47% who were not advised by professionals. 86% of students advised in Fall 2014 enrolled in Fall 2015, compared to 57% of students who were not professionally advised.

* ***Enrich and Expand Academic Programs and Research***
* **Make and implement a faculty hiring plan.**

The goal for faculty hiring within the college enunciated in Dean Kuizenga’s annual report for AY 2010-11 was to ‘institute an aggressive hiring plan, of approximately 20 faculty per year (10 new positions, 10 replacement positions per year):

* + We hired 20 new faculty during AY 2011-12 (9 on replacement, 11 on new lines).
	+ We hired 10 new faculty during AY 2012-13 (6 on replacement, 4 new – 3 additional searches failed or were carried over to AY 2013-14).
	+ We hired 16 new faculty during AY 2013-14 (6 on replacement, 10 new).
	+ We have hired 17 new TT faculty during the AY 14-15 (7 replacements, 10 new, 1 on-going, and 2 failed searches).

Hiring requests have generally been prioritized by balancing programmatic needs against an index dominated by the ratio of IFTE to FT faculty.

* **Continue to expand hiring of faculty with global interests and curriculum offerings with international focus.**

Faculty hired in 2014-15 with global interests include:

|  |  |  |
| --- | --- | --- |
| **Department** | **Name** | **Area of Interest** |
|  |  |   |
| Art | Lorenzo Buonanno | Italian and Roman Art and Architecture |
| Asian Studies | Ayesha Irani  | South Asian Religions |
| Asian Studies | Shaman Hatley | South Asia, Hinduism |
| Communication | Mathias Klang | Global Communication Studies |

 Economics Sripad Motiram Development Economics

 LAIS Susana Amestoy Latin American film

 MLLC Katharina Lowe German cinema

 Poli Sci Michelle Jurkovich Human rights; transnational advocacy

 Poli Sci Joseph Brown International terrorism, treaties

* **Expand opportunities for hiring/development of post-doctoral programs**

Of the 14 post-docs on campus, 3 (20%) are in CLA departments including Anthropology, English, and Psychology. We plan to expand these numbers with the potential for a post-doc in Sociology and other areas as we make faculty aware of our infrastructure to host post-docs. The English and Psychology departments were recently authorized to hire one additional post-doctoral fellow each using CLA salary savings from retirements and faculty departures for FY16.

* **Continue expansion of graduate programs in carefully selected niches with high demand and in consonance with the existing availability of faculty resources.**

We recently implemented five-year accelerated BA/MA programs in Economics as well as in collaboration with McCormack Graduate School in Public Policy, International Relations, and Global Governance programs. Our Transnational, Cultural and Community Studies MA has admitted its first cohort of students commencing coursework fall semester 2015. We will have a Stage I PhD program in English completed by Spring semester 2016, and our Applied Linguistics PhD program is on track to admit its first class in Fall 2017.

* **Develop select undergraduate interdisciplinary programs in areas of demonstrated need and demand.**

Newly created interdisciplinary minors in Religious Studies and Human Rights got off to a good start. We now have 14 students currently enrolled as Human Rights minors and 5 students in Religious Studies. Interdisciplinary minors in Film Studies and South Asian Studies were approved and are ready to launch. The new Science, Medicine, and Society is actively recruiting students into the program.

* **Participate in, and develop, synergies with University-wide programs and programs in other schools and colleges.**
* CLA and CAPS work collaboratively in numerous contexts. CLA continues to partner with CAPS on collaborative initiatives including UMass President’s Office offsite initiatives, online course development and training, creative certificate programs, and offering an array of courses in flexible formats and locations for students taking courses in the evening and weekends. We are exploring Blackboard training for all Teaching Assistants and piloted a training course.
* Leading the University initiative in infusing Undergraduate Research into all CLA students’ majors in the Arts and Humanities as well as Social Sciences through the context of the National Committee for Undergraduate Research and our CLA Undergraduate Research committee that will pilot an Undergraduate Research Certificate including a series of research methods courses and a capstone. We are also identifying tiered research teams including undergraduate and graduate students and exploring the potential of hosting/creating an undergraduate Research Journal and Research Celebration on campus.
* Leading a university-wide initiative involving all colleges, IT, and the Registrar’s Office in shifting to an online course proposal form that is more accessible and easier for faculty to use.
* An intercollege undergraduate minor (CLA-CSM-CNHS) in Science, Medicine, and Society was implemented in Fall 2014.
* MGS and CLA continue to work collaboratively in a number of areas. Besides faculty research collaborations, a 5-year BA/MA program was established in the McCormack Graduate School in close collaboration with CLA. In addition, we continue to work on an ongoing arrangement involving CLA faculty teaching in MGS in exchange for a combination of TAs and NTT replacements. The Dean of CLA has recently met with the incoming Dean of MGS to discuss a number of possible collaborations.
* CLA was a significant part of the NEASC self-study effort. There were 3 CLA faculty leaders on the steering committee, 5 CLA faculty co-chairing almost 50% or 5 of the 11 committees, and 22 faculty members participating on those committees.

* **Foster closer collaboration with the Centers and Institutes**

CLA faculty are already contributing significant resources to many of the Centers and Institutes on campus. The Joiner Institute continued collaborations with various departments in CLA during 2014-15, as well as with other Centers and Institutes in the College and University. The William Monroe Trotter Institute for the Study of Black Culture likewise has close connections with CLA as does the Institute for Asian American Studies and the Center for Social Policy in MGS. Centers housed in CLA include the Center for the Study of Gender, Security, and Human Rights, which provides research and mentoring collaborations with several departments in the College; The Center for the Study of the Humanities, Culture and Society (CHCHS) has been very active in pursuing its expanded interdisciplinary focus this year, with programming that successfully developed collaborative relationships among departments in CLA, with the Boston community, and with international scholars. With a general focus on commemorating the complex legacies of educational innovation, the CHCS brought  together students, poets, scholars, staff, faculty, community activists, musicians, and more. In addition, it acquired a significant collection of popular culture from a variety of media (Allan D. MacDougall Popular Cultural Archive), which will give our students hands on access to a wealth of old records, comics, magazines, and other historical materials not available anywhere else in the region, or possibly even the nation, for that matter. Instituto Camoes and the China Center provide research and pedagogical tools for faculty and students in language departments and important connections with Portugal and China. The Fiske Memorial Center for Archaeological Research, housed in the Anthropology Department, is a model for the integration of an academic department and a research center**.**

Interdisciplinary centers were expanded and will continue to expand in 2015-16. A new Ethics Center was created, housed in the Philosophy Department. The Labor Resource Center is now in CLA. In addition to hosting the New England Quarterly through the History and English Departments, we created a new Center for History and Community Engagement in the History Department

* **Increase attention to grant-funded research potential in hiring criteria.**

Attention to this goal has informed CLA recruitment and hiring in AY 2014-15.

* **Increase extramural funding in CLA**

For 2014-2015, CLA faculty were awarded 39 extramural awards of approximately 5.0 million dollars (see Appendix IIIc). This is an increase over last year’s 4.3 million in awards and 2012-2013’s $3.9 million.

In addition to working on expanding grant activity in CLA, we have also been reaching out to alumni for significant donations to advance some of our areas of interest. All of the fundraising sheets were rewritten to focus the college’s requests in a few key areas: Student Success (including a Student Travel and Conference Fund and Career Services an Internship fund), Faculty Development (including a general fund, endowed professorships, and visiting professorship fund), and the Research Enterprise (Post-docs and graduate student fund).

* **Pursue new international collaborations while strengthening current partnerships.**
* The graduate student exchange program between the College of Liberal Arts at UMass Boston and the School of Foreign Languages at Renmin University in China, which was initiated in spring 2012, had another successful year in 2014-15
* The English Department worked with Global Programs to create a successful application for a competitive summer program to host Iraqi professors in the department for ten weeks in July and August to learn about the curricular organization, teaching, and researching of literature in the United States. A unique feature of UMass Boston’s Fulbright Program is its use of our Boston location to advance a deeper understanding of American literature. The program will offer weekly literary site visits to the scholars, aiming to help them develop a new understanding of American literature by visiting the places where new literary ideas were imagined and new literary movements developed.
* CLA established a new collaboration with Shaanxi Normal University in Xi’an, China. 11 CLA faculty members from the English and Women’s and Gender Studies departments are teaching there in summer 2015.
* ***Improve Learning, Teaching, and Working Environment***
* **Continue expansion and refinement of learning outcomes assessment procedures through AQUAD. Move to implementation in departments that have completed AQUAD reviews.**

CLA has successfully incorporated learning outcomes assessment procedures into its AQUAD review cycle.

* Africana Studies, Art, and Economics had AQUAD reviews in AY 2009-10. Art and Economics have working protocols, which were implemented in 2012; Africana Studies revised their protocol in summer 2012 to fit their new curriculum and implemented it in summer 2013.
* English and History completed AQUAD reviews in AY 2010-2011. Both implemented protocols in 2013.
* Anthropology, Political Science, and Women’s Studies did AQUAD reviews in AY 2011-12, and implemented protocols in 2012-13.
* American Studies and Sociology did their AQUAD reviews in AY 2012-13. Two faculty from each of those departments were compensated in summer 2012 to develop assessment protocols for those reports. They began to implement them in summer 2013.
* Philosophy and Psychology underwent their AQUAD reviews in AY 2013-2014. Two faculty from each department were compensated in Summer 2013 to develop the learning outcomes assessment protocols that were included in their AQUAD Self-Studies.
* **The Classics and Religious Studies Department and** Modern Languages, Literatures, and Cultures Department underwent their AQUAD reviews in AY2014-2015. Two faculty from each department were compensated in Summer 2014 to develop the learning outcomes assessment protocols that were included in their AQUAD Self-Study. Two faculty members in **Latin American and Iberian studies were compensated in Summer 2014 to develop their learning outcomes assessment protocols that will be included in their AQUAD Self-Study (scheduled for AY15-16; delayed to AY16-17).**
* The Dean’s office is currently working on an assessment cycle calendar for each department. This is designed to help clarify this process in order to ensure that each department is actively participating in both areas: 1) developing of learning goals, and 2) assessment of learning outcomes.
* **Increase number of large courses to balance with small course sections and to expose more students to tenure-stream faculty.**

It is important to note the success of our expanded large-enrollment course offerings in CLA. There has been steady growth in L-E offerings over the last three years. From 36 L-E sections in Spring 2013, we expanded to 48 sections in Spring 2015. These 48 L-E classes enrolled 4,327 students (average enrollment: 90). Several departments new to the business of large-enrollment classes are busily engaged in determining, through trial and error, which of their classes they can expect to fill to 70 or more. We were able to room these courses in the campus’s limited large-lecture spaces by judiciously spreading them across all available time slots.

* **Continue progress toward a research-friendly teaching load**

As noted above, we have very successfully completed our fifth semester under the 2-2 faculty workload and have approved department enrollment targets and schedules for the next academic year that continue the revenue-neutral 2-2 workload. As originally agreed on implementation of 2-2, we consulted with the FSU in Spring2015 and agreed to delay any final discussions until the Fall 2015, giving us time to analyze the extensive data developed in June. We provided the FSU with data on the number of NTT and TT sections offered, enrollments, and headcount FTE NTT and TT by department for the last three years as well as breakdowns of introductory versus upper elective courses taught by NTTs versus TTs over this same period.

* **Actively participate in planning for the new academic building and for classroom renovations to assure availability of sufficient numbers of classrooms of the right size with the right technology for both undergraduate and graduate offerings.**

The CLA Dean’s Office and the faculty of the Departments of Performing Arts and Art have been actively participating with University planners and Wilson Architects to assure that the departments’ programmatic needs are met by the design of the new building. The Dean’s Office and all CLA departments have also actively participated in REAB discussion and meetings.

* **Investigate best administrative mechanisms for interdisciplinary offerings and implement those that are the most feasible.**

In recruiting faculty for the interdisciplinary Asian Studies program and for a cross-college position between SFE and the Classics and Religious Studies program, we have developed and refined a template for structuring joint faculty appointments in the College. This protocol will help guide future interdepartmental and intercollegiate joint appointments. In 2014-2015, these templates have been implemented for new intercollegiate joint hires (Economics Department and Honors College) as well as for inter-departmental hires (Classics/Religious Studies and Asian Studies).

* ***Establish a financial resource model consistent with the university’s vision statement***
* **Explore opportunities to cooperate with CAPS to create programs that will generate revenue for CLA.**

CLA is committed to contributing faculty resources (primarily from the Political Science Department, but secondarily from other CLA departments as well) to an online major program in Global Studies to be offered by CAPS. With the arrival of Paul Kowert, who has directed international relations programs, the Political Science department is much better positioned to help initiate this program.

Other online degree programs in CLA are: LAIS graduate Spanish certificate and the Applied Linguistics online MA.

In AY 13-14, the college established an internal revenue-sharing plan for online degree programs, by which 70% of the revenues come to the College and 30% are returned to the department.

* **Resume program to rationalize departmental budgets and obtain sufficient resources to adequately fund departments.**

We are very close to achieving major progress on this admirable goal, with the motion previously described toward gaining fungibility between NTT GOF and regular GOF. This is an initial step toward responsibility-centered management.

We have also created and applied models for analysis of faculty and support-staff needs across departments. We then reallocated some of our GOF savings to add and upgrade staff for several departments.

1. **Major Achievements**
* **Grant Awards**

The college was very active in securing grant awards. We increased our federal awards by more than $400,000 to $4.3 million in 2013 -2014 (see Appendix IIIc). Furthermore, CLA faculty have been active in internal grant competitions being awarded 11 Healey awards, 1 President’s Creative Economy award, and 1 Doctoral Dissertation award in fiscal year 2015, and 7 Healey awards, 4 Doctoral Dissertation awards, and 3 Public Service Awards in fiscal year 2016. In addition, seven CLA Faculty members secured $29,590 in the form of Seed Grants from the Office of Global Programs for various transnational initiatives.

* **Faculty Awards and Recognition**
	+ Two faculty from the Psychology Department received awards at Commencement. Erik Blaser received the Outstanding Teaching Award; Jean Rhodes received the Outstanding Scholarship Award.
	+ CLA faculty received several national honors this year. Paul Watanabe, Associate Professor of Political Science, was appointed by President Obama to the President’s Commission on Asian Americans and Pacific Islanders, Reyes Coll-Tellechea, Professor of Latin American and Iberian Studies, received the 2014 Academic Advising Excellence Award from the National Academic Advising Association, Liz Roemer, Professor of Psychology, received the Distinguished Educator Award from the American Psychological Association, Neal Bruss, Associate Professor of English, received the Distinguished Faculty Award presented at the annual Student/Alumni Dinner, and Jill McDonough, Assistant Professor of English, received a prestigious Lannon Fellowship.
	+ Several CLA faculty were named winners of *University Conference on Teaching, Learning and Technology* Awards. The award for Community Engagement went to Louise Penner from the English Department. The Face-to-Face teaching award went to Luis Jimenez from the Political Science Department, and the On-Line teaching award went to Randall Colaizzi of the Classics and Religious Studies Department.
* **Student Awards**

We had two outstanding nominees for the JFK award: July Suarez and Gifty Addaee. July Suarez was the University winner of the JFK award. Graduating with a double major in Women’s and Gender Studies and Psychology, July is a first generation high-school and college graduate in her family who recognized early on that it was crucial to empower the Latino community through education and research. To this end, she has given of her time as a teacher and an advisor at two non-profit organizations: she worked with high school students at *La Vida Scholars College Prep Program*, and tutored low-income adult learners at *Mujeres Unidas Avanzando* (MUA). She participated in community-based participatory research through the Mauricio Gaston Institute at the University that identified the needs of the Latino community and brought their concerns to local government representatives. In addition, as a research assistant at the at the U54 UMass Boston and Dana Farber Harvard Medical School Partnership research center, she has been working on developing a resiliency program for medical interpreters in cancer care. She graduated with a GPA of 3.905.

Gifty Addae, our second CLA nominee, graduated with a BA in Anthropology and Biochemistry, and with an emphasis on biological anthropology and public health. She served as a healthcare advocate connecting low income clients to resources in the community at a large community health center. She is also a leader among her peers at UMass Boston where she has taken advantage of the opportunities afforded her, including her Freshman Pre-Med Success Community and the Summer Honors Undergraduate Research Program. She created the peer support and tutoring program TILES (*Transforming Individuals Through Leadership ad Engagement and Service*), and the *Big Sib Little Sib Program.* Gifty graduated with a GPA of 3.944.

* **Personnel Milestones**
* 11 CLA faculty achieved tenure and promotion to Associate Professor**.** 1 CLA faculty member was promoted to Professor**.** The College has recommended 6 promotions to Senior Lecturer and is awaiting responses from the Provost.
* We had a successful year of faculty hiring, attracting almost all of our first choice candidates.
* **The College completed its 2015-2000 strategic plan.**
1. **Strengths and Weaknesses**

CLA strengths emerge from our large number of multidimensional and talented faculty and undergraduate and graduate students. Our leadership in student success initiatives including CLA First is based in peer mentoring. Our graduate students teach seminars and support Large Enrollment courses as well as participate on faculty research projects. Our award winning faculty is led by 18 dedicated Departmental Chairpersons and 10 energetic Graduate Program Directors, all of whom are active in their scholarly fields, their classrooms, and in college administration. CLA is often at the forefront leading initiatives that are tantamount to the strategic plan and goals of the University including undergraduate research, writing support across campus for undergraduate and graduate students coordinated through the English department, study abroad, advising and career services support, and working with departmental administrators to assure best practices in policy and procedures. Through these strengths 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.

Faculty research and creative productivity continued at high levels. 2013-2014 AFRs show CLA faculty producing 217 creative works, 15 scholarly books or monographs, 8 edited books, 74 book chapters and 200 journal articles (as well as numerous other contributions, such as textbooks, articles in professional journals, edited journals and media presentations).

Surprisingly, particularly because we convene the largest number of undergraduate and transfer students and the second largest number of graduate students on campus, our staff support is structurally variable. Essentially, staff support and department administration structures are not equitably distributed across the University. Nor so are they in CLA. This is most striking when considering staff support for graduate programs that not only convene students, but also recruit, review admissions files, create contracts, and hire students as employees. Most graduate programs in CLA only get a portion of department administrative assistant hours to support their many and varied tasks, while others in CLA have historically been supported by full-time staff dedicated to these tasks. We are attempting to reduce these inequities as well as supplying both Department and Graduate Programs with the support they need. Nevertheless, as enrollments continue to grow, the university needs to develop a mechanism for right-sizing staffing in response to this growth. Given the lack of a basis for comparing staff needs across the university in order to fairly allocate staffing across units, the college has undertaken a procedure for enhancing its staffing temporarily using funds discussed above. But this is only a temporary solution to a more long-term problem of determining proper staffing needs for all units on the campus, including those in CLA.

Similarly, we have a faculty that is oriented to the importance of external funding to support their creative and scholarly efforts. Nevertheless, the additional, largely budget-related tasks of applying for, and administrating, grants can be prohibitive. Departments with dedicated grant support staff are far more proficient in applying for grants and receiving subsequent awards. With this evidence in mind, we plan to hire a new staff person in CLA grant management and development in the College.

Another weakness that hampers the College is its lack of full budget fungibility and control over lines and resources. The remedy for this has been to begin making parts of the budget more fungible. This enabled us to increase staffing this year with surplus monies from our NTT GOF account, but there is still work to be done in this area. This is currently being worked on by a subcommittee of the Dean’s Council.

Efficient planning in the college is hampered by our tight space situation. Much administrative time is used up seeking creative solutions to accommodate areas of growth, much on a temporary basis, as we await the outcome of the REAB.

1. **Strategic Plans and Unit Goals**

In sum, CLA’s goal is to maintain the highest standards in research, teaching, and service contributions. CLA faculty are highly productive as measured by peer-reviewed publications, extramural funding, and artistic production. CLA is committed to excellence in research/creative activity across the disciplines, a commitment that is not only congruent with our status as a research institution, but one that informs and underpins teaching at every level from undergraduate through doctoral study. With this context in mind, CLA will focus its efforts on strengthening the college through the following 2015=16 goals, that are elaborated in our strategic plan and which clearly dovetail well with the university’s strategic plan:

* Advancing student success through recruitment and retention of prepared students at the undergraduate and graduate levels.
* Enriching and expanding academic programs and research and new interdisciplinary programming at the undergraduate and graduate levels.
* Globalizing our faculty and student programing.
* Continuing to infuse undergraduate research in the curriculum.
* Improving the learning, teaching and working environment through increasing accessibility, maximization of space, faculty development, and appropriate departmental staffing.
* Outreaching to the community to create increased potential and partnerships for community engaged scholarship and teaching.
* Thinking creatively about opportunities for revenue generation in collaboration with ORSP and Advancement.