

Fifth-Year Report

To

Commission on Institutions of Higher Education

New England Association of Schools and Colleges

**University of Massachusetts Boston
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January 13, 2010

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EXECUTIVE SUMMARY

Fifth-Year Report to Commission on Institutions of Higher Education New England Association of Schools and Colleges

The University of Massachusetts Boston is pleased to present our Fifth-Year Report to the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges. We have made significant progress in most of the areas identified as concerns during our last full accreditation review in 2005. In 2008 we reported on the successful steps we had taken to address the deterioration of the sub-structure which serves as the foundation for the original buildings on this campus. Major work on our physical facilities is proceeding within the framework of our capital plan and the 25-year master plan that was developed with broad internal and external stake holder participation. We have achieved our enrollment goals while maintaining access for qualified students; we have improved student retention and graduation rates; we have remained financially stable during difficult economic times and developed alternative sources of revenue; we have increased our assessment practices and our focus on student learning in program reviews; and, we have used strategic planning to guide financial, academic, and facilities planning.

Our strategic plan, *UMass Boston Renewal: Building the Student-Centered, Urban Public University of the New Century*, has guided our efforts to increase enrollment, increase tenure-stream faculty hiring, improve our facilities, and deepen community engagement. We are a year ahead of reaching our enrollment goal of 15,000 students by 2010; our freshman retention rate is at an all-time high of 77% and our 6-year graduation rate has improved to 39%, the highest it has been since 1996. We have increased our percentage of undergraduate students of color to 45%; we have increased graduate student enrollment to 26% of total enrollment; we are in the design phase of the new Integrated Sciences Complex and beginning a second new general academic building, both scheduled to be open in 2013; we have developed our partnerships with research institutions such as the Dana Farber Cancer Institute; we are expanding our involvement in international and interdisciplinary programming; and, we have increased our revenue from external grants and contracts and from private giving.

Challenges remain, some more problematic than others. Growth in enrollment has made it difficult to reduce the number of non-tenure track instructors despite the growth in the number of full-time, tenure-track faculty. Even though we have generated operating surpluses and positive operating margins in each of the last three fiscal years and experienced a positive return on net assets and growth in financial cushion in each of the last four fiscal years, the current recession and the resulting cuts in state support present significant financial challenges to us over the next several years. Having embedded the assessment of student learning into our formal curriculum review processes, our academic community must become practiced at carrying out these regular assessments. Faculty hiring needs to continue and faculty support expand. Recent increases in retention and graduation rates need to be continued and sustained.

Introduction

In our 2005 University of Massachusetts Boston comprehensive self-study, we stated that our major focus for the next decade could be summarized by three overarching concerns: “improving the physical infrastructure, rebuilding the faculty, and stabilizing student enrollment.” The substructure which served as the foundation for the five original campus buildings and did double-duty as a parking garage was seriously deteriorated. Two state-sponsored early-retirement programs had reduced the size of the tenured faculty. Enrollment had declined to the lowest student headcount in a decade. This fifth-year report focuses on the progress made in these three areas, and in the other areas to which the Commission has asked us to give special emphasis: strategic planning, student learning assessment, and the development of revenue sources. We begin our special emphases sections with our strategic plan and how it has been integrated with financial, academic, and facilities planning, and then proceed to discuss the other areas of special emphasis in the context of the implementation of our strategic plan. Since these special emphases sections touch on almost all of the Commission’s standards for accreditation, in order to reduce duplication in the narrative section that follows we discuss only notable items not already covered in the special emphases sections.

This report was prepared under the overall direction of Provost Winston Langley with principal responsibility assigned to Associate Provost Peter Langer. All faculty and staff who were part of the subcommittees that drafted the 2005 self-study were asked to comment on our progress and our current situation in relation to each of the eleven standards for accreditation. Colleagues who contributed to this report include: Anne Agee, Chief Information Officer; Kristy Alster, Associate Provost; Joan Becker, Vice Provost for Academic Support Services; Jennifer Brown, Director, Office of Institutional Research and Planning (OIRP); Neal Bruss, Department of English; Darrell Byers, Vice Chancellor for Institutional Advancement; Shaun Curry, Deputy Director of Facilities for Planning and Information; Katie Hope, Assistant Vice Chancellor for Administration & Finance; Judy Keyes, Director of Financial Aid Services; Joan Liem, Dean of Graduate Studies; Anita Miller, Associate Vice Chancellor for Academic Affairs; Kevin Murphy, Associate Director, OIRP; Daniel Ortiz, University Librarian; Marita Labeledz Poll, Dean of Students; Mark Preble, Assistant Vice Chancellor for Human Resources & Employee Relations; Neil Rosenberg, Director of Finance; Diann Simmons, Research Analyst, OIRP; Rajini Srikanth, Director, Honors Program and Associate Provost; Kathleen Teehan, Vice Chancellor for Enrollment Management; Zong-Guo Xia, Vice Provost for Research and Strategic Initiatives. University Editor Jeffrey Mitchell contributed to the report in addition to providing overall review and editorial assistance.

Institutional Overview

With a growing reputation for innovative research addressing complex urban issues, the University of Massachusetts Boston, metropolitan Boston's only public university, offers its diverse student population both an intimate learning environment and the rich experience of a great American city. At UMass Boston, we serve nearly 15,000 students while engaging local, national, and international constituents through academic programs, research centers, and public service activities.

Founded in 1964 to provide superior undergraduate and graduate education at moderate cost to the people of Greater Boston and the Commonwealth, UMass Boston continues to honor that commitment today, offering programs responsive to the particular needs and circumstances of urban constituencies. It is a lively place, where daytime and evening classes go on year round, and where studies in a wide range of disciplines are conducted by a truly distinguished faculty.

Our students pursue the BA, BS, MA, MBA, MEd, MFA, MS, EdD, DNP, and PhD degrees, as well as the CAGS and other graduate and undergraduate certificates. Seven academic units grant degrees: the College of Liberal Arts, the College of Science and Mathematics, the College of Management, the College of Nursing and Health Sciences, the College of Public and Community Service, the Graduate College of Education, and the John W. McCormack Graduate School of Policy Studies.

Our undergraduates choose from well over a hundred majors, minors, concentrations, and other programs of study, in fields ranging from accounting and Africana studies to teacher preparation and technical writing. We also offer graduate programs in the central liberal arts disciplines, management, clinical psychology, education, nursing, and such developing areas of study as computer science, environmental sciences, gerontology, green chemistry, and public policy. Through our Division of Corporate, Continuing, and Distance Education, we extend credit and non-credit offerings to its constituents on-campus, off-campus, and on-line. Through more than thirty research centers and institutes, we address concerns critical in the physical, social, and cultural environments of urban life.

UMass Boston is the second-largest campus in the University of Massachusetts system, whose five campuses serve more than 60,000 students and constitute the largest university system in New England.

Response to Areas Identified for Special Emphasis

A. Strategic Planning

In this interim report, the Commission has asked us to give special emphasis to six areas, and one of them, “undertaking strategic planning, including its integration with financial, academic, and facilities planning,” is the natural starting point for this report. Progress in this area serves as an introduction to the other areas of special emphasis, since our major efforts in the last five years all fall within the goals and objectives of the strategic plan.

In 2006 the university engaged in a year-long strategic planning process that led to the current plan, *UMass Boston Renewal: Building the Student-Centered, Urban Public University of the New Century*. The process through which the plan was developed and all materials related to the yearly updates of the plan can be found on our website at http://umb.edu/strategic_plan/. The plan has the following four goals and seven objectives:

Goal 1: Increase student access, engagement, and success

Objective 1: Increase enrollment to 15,000 students by 2010 while maintaining the diversity of the current student profile, and provide increased financial aid to meet a greater percentage of student need.

Objective 2: Construct new academic buildings with state-of-the-art teaching and learning spaces and provide a variety of housing options, including, but not limited to, on-campus residence halls.

Objective 3: Promote and assess best teaching practices, as well as co-curricular activities that promote student engagement.

Goal 2: Attract, develop, and sustain highly effective faculty

Objective 4: Institute a career-span, institution-wide faculty development and mentoring program. (To be associated with a consistent course-release policy that will eventually result in a typical teaching assignment of two courses per semester, and an increase in the percentage of tenured and tenure-track faculty.)

Objective 5: Identify and invest in high-quality undergraduate and graduate programs with strong research components, including interdisciplinary research clusters that have the capacity for growth.

Goal 3: Create a physical environment that supports teaching, learning, and Research

Objective 6: Create a facilities master plan with a 25-year time frame to support our campus mission, and begin detailed planning for the first phase of campus capital improvement.

Goal 4: Enhance campus-community engagement through improved operational structures

Objective 7: Create a government and community relations office to support high-level research and communication, and identify and promote signature examples of campus-community engagement, with community understood in local, national, and global terms.

The strategic plan has served in a very real and practical way to guide our decision-making and resource allocation in the last three years. Progress toward the seven objectives has been assessed and reevaluated on a yearly basis. Progress in these areas is discussed more fully in the special emphases and narrative sections of this interim report; in this section we will provide an overview on how the strategic plan has shaped five areas in particular: student enrollment, faculty hiring, academic planning, capital planning, and the budget process.

Student Enrollment

Perhaps the most central strategic decision we made in the planning process was to increase student headcount enrollment while maintaining the diversity of the student population. Objective One above served as a central focus for our efforts and was summarized in the phrase “15 by 10”, i.e. 15,000 students by the year 2010. Our success in meeting this objective is such that we have enrolled just short of 15,000 students one year earlier than anticipated while remaining faithful to our mission to provide an excellent education to students of moderate means. The increase in student enrollment has brought additional fee revenue to the campus at the same time that we have increased the amount of financial aid available to students with demonstrated need. In addition to increasing aid, we have directed substantial resources toward ensuring that engagement and success would follow access for the newly admitted students. A Growth Committee appointed by the chancellor calculated the costs for providing additional course sections, part-time faculty and teaching assistants, academic support services, student services, auxiliary services, and enrollment services to support the increased enrollment. The committee’s recommendations were adopted in full and incorporated into the FY10 budget.

Faculty Hiring

Goal Two of the plan is to “attract, develop, and sustain highly effective faculty.” Faculty hiring and faculty development initiatives have accelerated during the last five years. As outlined in the DataFirst forms in the appendix to this report, from 2006 to 2009, the university hired 128 new tenure-stream faculty, an average of 32 a year. This year, despite the financial constraints that the campus was facing during the FY10 budget process, we allocated funds for an additional 32 tenure/tenure track faculty positions. This was a somewhat unusual decision, as many colleges and universities chose to freeze or sharply limit faculty hiring at this time. By acting boldly to conduct searches when other institutions were not doing so, we enjoyed access to an excellent pool of candidates, and were able to hire many fine new faculty members. The focus on “developing” and “sustaining” the faculty led the provost to create and charge a faculty development committee to make recommendations to him on a wide range of matters of concern to faculty at all career stages, items we discuss below in its special emphasis section. Also, a new position of associate provost for faculty affairs has been created to coordinate faculty mentoring, career development, and success programs.

Academic Planning

Objective Five of the strategic plan stated that we would “Identify and invest in high-quality undergraduate and graduate programs with strong research components, including interdisciplinary research clusters that have the capacity for growth.” In pursuit of this objective,

in 2006-2007, a research and graduate studies committee developed a vision for the research enterprise at the university and proposed goals in the areas of personnel resources, infrastructure, intellectual capital, and core research facilities for enhancing research and sponsored programs. Consultants were engaged in assisting the university to identify its interdisciplinary areas of research excellence and to provide recommendations on how to further strengthen these areas. Working closely with faculty, the following eight strategic research clusters were identified: developmental sciences; science and math education and learning research; urban health and public policy; transnational, cultural, and community studies; computational sciences, analysis, and modeling; integrated environmental monitoring; biological systems and technology; and, sustainability and social venturing. Efforts to strengthen these research clusters are currently under way, which involve coordinated cluster hires across colleges and departments, development of partnerships with other academic institutions, federal, state and local government agencies, private corporations and foundations, and non-government organizations, and increased internal support for competitive start-up packages, graduate research fellowships, and research facilities.

The provost has established a priority list for new program development, with particular attention to the relationship of academic programs to the interdisciplinary research clusters, and has encouraged program proposals for a BS in engineering, an intercollegiate BA in communications, an intercollegiate BS in environmental science, a PhD in Developmental and Brain Science, and a PhD in Counseling and School Psychology. Connected to our research clusters is a new Center for Personalized Cancer Therapy (CPCT), a joint program of with the Dana-Farber/Harvard Cancer Center (DF/HCC) which will create new biotechnology and life sciences research and training opportunities on campus. The provost is also increasing the number of graduate research assistants in graduate programs linked to the research clusters, and targeting FY11 new faculty hires to interdisciplinary research areas that capitalize on opportunities for federal and state support. As we mature as a research institution, undergraduate student access and involvement in interdisciplinary research will increase and enrich the student experience.

Capital Planning

Our students, faculty, staff, and neighbors are not being well-served by our current physical plant. Every year the university must present to the Commonwealth an updated and revised ten-year capital plan. Since 2007, the priorities of this capital plan have come directly from the goals and objectives of our strategic plan. In the words of our 2008 capital plan, “For UMass Boston to achieve its strategic plan’s goals, much work will be done in many areas, by many people. Central to the achievement of these strategic goals is an improved physical environment that will be created by the many projects reflected in this capital plan.” The current FY10-FY19 Capital Plan outlines \$750 million in capital spending over the next ten years with \$676 million going to master plan and related teaching/learning/research projects. In furtherance of Goal One of the strategic plan, the capital plan highlights the construction of a new general academic building to house new classrooms, auditoria, and other instructional spaces to enrich the educational environment. Goal Two’s focus on faculty support and development is reflected in the state-of-the-art laboratories in the new Integrated Sciences Complex and planned renovations in specialized teaching and research spaces for performing arts, art, neuropsychology, and computer science. Goal Three drives our entire master plan transformation of the campus from a fortress-

like set of buildings (with the one acclaimed recent building – the Campus Center) to a transformed campus with exceptional classroom, office, research, and social interaction space. Goal Four is impelling the literal breaking down of barriers between the campus and the community through the creation of new roadways, access routes across campus, and the development of waterfront spaces open to the public. The improvement of our facilities, the completion of our master plan, and the beginning of new academic buildings all grow from our strategic plan and are discussed below.

Budget Process

Increasingly, UMass Boston has sought to link major budget decisions to its strategic plan.

Although a large percentage of UMass Boston's budget must go toward maintaining the university's basic processes and meeting its regular obligations, we have nevertheless moved purposefully to use discretionary funds to support our strategic goals. This new approach to budgeting has proved effective in the short term, and we expect to continue to use and refine it.

Our development of the operating budget has increasingly involved collaboration with relevant constituencies, such as the Faculty Council, through its Budget and Long-Range Planning Committee (BLRPC) and the campus's union leaders. Vice chancellors and heads of key departments present their budget requests and plans for the coming year at information sessions that are open to the university community. After these sessions have been held, the vice chancellor for administration and finance (A&F) and provost, their support staff, representatives of the chancellor, and members of the Office of Budget and Financial Planning meet to review requests in the light of anticipated resources and the relationships between the requests and the strategic plan. The BLRPC also reviews requests and makes recommendations to the Faculty Council and provost. BLRPC input, along with the input of other executive staff members and key personnel, is considered as the vice chancellor for A&F and the provost formulate recommendations for the chancellor. Once the chancellor makes his budget decisions, they are communicated to the university community, and appropriate administrators develop more detailed spending plans for their areas.

Another example of the integration of the strategic plan with resource allocation is that, after receiving word in late November 2008 of a cut in the FY 2009 state appropriation, the chancellor created workgroups to explore spending-reduction ideas in the areas of financing, HR processes, operations, and energy. He made it clear that spending reductions should be consistent with the principles of the strategic plan, so as not to adversely impact campus priorities. Similar attentiveness has marked the FY 2010 process, allowing us to make targeted reductions while maintaining the quality and diversity of our academic offerings and continuing to adhere to the goals and objectives of the strategic plan.

B. Developing and Balancing Sources of Revenue

During the past five years (fiscal years 2005 through 2009), UMass Boston has experienced a period of significant revenue growth. Although the state appropriation remains a major

component of our budget, rising income from student tuition and fees—largely attributable to rising enrollment—has surpassed it as our primary source of revenue. We have also expanded our revenue base in other areas, particularly distance learning and educational sales and services, and well as grant and contracts.

These years have also been marked by financial stability: we have prudently managed our finances by creating conservative revenue estimates, limiting the rate of spending increases to less than the growth rate of revenues, and adding significantly to financial reserves, particularly the debt service reserve. We have improved our budgeting process, exercised tighter controls over personnel costs, and instituted a more comprehensive review process for spending from all funds. These activities are discussed in the narrative section on this report. Here we focus on revenue sources.

The current recession and resulting cuts in state support will present us with significant challenges over the next several years, but we expect our increased financial reserves, and our enhanced capacities for generating and managing revenues, to help us meet these challenges and make substantial progress toward our strategic goals.

Key Financial Indicators

The university has generated operating surpluses and positive operating margins in each of the last three fiscal years, and experienced a positive return on net assets and growth in financial cushion in each of the last four. A five-year summary of key financial indicators follows.

Indicator	2005	2006	2007	2008	2009	2008 Peer Median
Return on net assets	-1.27%	0.50%	4.54%	8.30%	3.71%	4.20%
Operating margin	-1.20%	-1.10%	0.80%	2.60%	1.04%	1.70%
Financial cushion	6.33%	6.62%	10.05%	13.02%	19.51%	11.50%

The positive trend that developed during these years has been shaped by a number of factors, including:

- rising enrollment and modest fee increases, which fueled a 39% increase in net tuition-and fee-revenue;
- growth in formerly non-traditional revenue streams, including a \$7 million (298%) increase in distance-learning revenue, and a \$1 million (81%) increase in educational sales and service revenue;
- a 38% increase in grants, including a 40% increase in federal financial aid;
- consistent support from the Commonwealth for capital projects, including approximately \$20 million in FY 2007 to help secure the university’s substructure, develop additional surface parking, and complete other projects; and
- cost-containment and expenditure-reduction efforts.

Sources of Funds

Financial resources have been sufficient to support current expenses, add significantly to unrestricted net assets, and increase certain general reserves. Excluding capital appropriations, from FY 2005 to FY 2009, total revenues grew by \$48.5 million, an average of 5.5% annually. Of the \$270.4 million in FY 2009 revenues, tuition and fees represented the primary source (39.4%), reflecting an annual average growth of 9.7%. State support, including the value of fringe benefits paid on behalf of the university, ranked second (34.5%), growing at an annual average of 2%. The third largest source of revenue was grant activity (21.4%), growing at an annual average of 9.6%. Rounding out the remaining 4.7% of FY 2009 revenues were auxiliary services (3.5%) and all other sources (1.2%, net), including educational sales and services, endowment, gifts, and investment income. As the table below shows, investment income has fluctuated in recent years, with an unrealized gain enhancing FY 2007 income, and unrealized losses depressing income in FY 2008 and causing negative income in FY 2009.

<i>UMASS BOSTON REVENUES BY FISCAL YEAR (\$'000's)</i>						
<i>Funding Source</i>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>% Change</u>
Tuition and fees, net	\$76,710	\$76,992	\$84,166	\$96,306	\$106,458	38.8%
State appropriation	\$86,372	\$93,562	\$100,801	\$109,263	\$93,175	7.9%
Grants and contracts	\$41,902	\$46,340	\$47,925	\$52,890	\$58,001	38.4%
Auxiliary services	\$9,006	\$9,088	\$8,768	\$9,012	\$9,441	4.8%
Investment income	\$3,358	\$4,539	\$9,705	\$1,691	(\$2,503)	-174.5%
Other	<u>\$4,546</u>	<u>\$4,942</u>	<u>\$5,195</u>	<u>\$5,501</u>	<u>\$5,816</u>	<u>27.9%</u>
Total	\$221,894	\$235,463	\$256,560	\$274,663	\$270,388	21.9%

PERCENTAGE BREAKDOWN OF REVENUES BY FISCAL YEAR					
Funding Source	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
Tuition and fees, net	34.6%	32.7%	32.8%	35.1%	39.4%
State appropriation	38.9%	39.7%	39.3%	39.8%	34.5%
Grants and contracts	18.9%	19.7%	18.7%	19.2%	21.4%
Auxiliary services	4.1%	3.9%	3.4%	3.3%	3.5%
Investment income	1.5%	1.9%	3.8%	0.6%	-0.9%
Other	<u>2.0%</u>	<u>2.1%</u>	<u>2.0%</u>	<u>2.0%</u>	<u>2.1%</u>
	100.0%	100.0%	100.0%	100.0%	100.0%

Tuition and Fees

UMass Boston's tuition and fees comprise approximately thirty different revenue streams, or "funds"—entities that permit segregating monies (and associated expenses) within the accounting system so as to ensure their appropriate usage per legal, trustee, regulatory, or other requirements. These funds provide most of the unrestricted monies available for operating costs.

The largest fund is the Curriculum Support Trust Fund, which accounts for the revenue generated by the Curriculum Support Fee (called the Educational Operations Fee on students' bills). The Curriculum Support Fee (CSF) raised \$65.4 million in FY 2009, followed by combined revenue of \$31.3 million for the Division of Corporate and Continuing and Distance Education (CCDE), \$16.9 million of tuition receipts (that are remitted to the state if not waived), and \$10.6 million from all other fees combined.

	2005	2009	% Change
Curriculum Support Fee	\$44,755	\$65,437	46.2%
CCDE combined	16,526	31,338	89.6%
Tuition	14,207	16,856	18.6%
All others	8,242	10,626	28.9%
Total before accrual adjustments and scholarship allowances	\$83,730	\$124,256	48.4%
Accrual adjustments	-550	-1,204	119.0%
Scholarship allowances	<u>-6,471</u>	<u>-16,595</u>	156.5%
Tuition and Fees, Net	\$76,709	\$106,458	38.8%

The growth in student-fee revenue is largely attributable to a rise in enrollment, since FY 2006–2009 increases to tuition and mandatory fees were at or below the inflation rate, ranging from 3.0% to 3.4% for all students regardless of residency status or level, except for a 7.1% increase levied in-state graduate students in FY 2007. To help offset the effect of fee increases the university has increased its own contribution for financial aid by more than \$5 million in total, or 83%, since FY 2005.

In each fiscal year since 2005, the allowed nominal dollar increase was applied only to the Curriculum Support Fee. Because virtually every student enrolled in non-CCDE courses pays it, this fee provides an indication of overall enrollment growth, as measured by billed credit hours. As the following table shows, enrollment growth became a significant revenue driver beginning in FY 2007.

	2005	2006	2007	2008	2009
Price variance	NA	\$2,064	\$2,895	\$2,856	\$2,848
Volume variance	NA	-\$77	\$2,946	\$3,385	\$3,334
Other	NA	<u>\$35</u>	<u>\$51</u>	<u>\$181</u>	<u>-\$3</u>
Total increase	NA	\$2,022	\$5,892	\$6,422	\$6,179
Total revenue	\$44,755	\$46,777	\$52,669	\$59,091	\$65,270

CCDE Revenue

UMass Boston's Division of Corporate, Continuing and Distance Education (CCDE) operates as a self supporting trust fund. Fueling the \$14.8 million (89.6%) increase in CCDE revenue since FY 2005 has been distance learning (\$7.0 million); followed by expanding fall, winter and spring offerings (\$2.9 million); traditional summer programming (\$2.3 million); the continuation of an initiative begun in the tough budgetary times of FY 2003 to shift the expense of formerly state-funded part-time faculty and their courses to CCDE where fees paid are retained to pay faculty salary and fringe expenses (\$2.0 million); expansion of English as a Second Language (\$0.4 million) and other activities (\$0.2 million). Traditional summer programs, as well as other programs, have benefited financially since FY 2005 from regular authorized fee increases as well as enrollment growth.

Unlike those of similar units at other institutions, CCDE's academic programs, marketing, and business processes are closely integrated with those of the university at large. In recognition of these relationships, CCDE provides a relatively broad level of support to the campus's operations through a 16% administrative charge on expenditures and additional fund transfers covering a range of functions from facilities usage to staff salaries. These transfers amounted to \$6,895,584 during FY09.

CCDE houses many undergraduate credit courses and sections that are equivalent in substance to others supported by the university's regular funding mechanisms, but fees for the CCDE-housed courses have typically been lower than those for their equivalents. In view of the fact that CCDE's lower prices could give students an incentive to take CCDE-housed courses rather than the regular ones, the campus has set a policy that the prices of CCDE and regular courses will be comparable, a goal to be achieved over a two-year period (FY 2010 – FY 2011).

The State Appropriation

Although the state appropriation has historically been the university's largest revenue source, that was no longer the case in FY 2009, when a \$4,951,449 reversion was made necessary by falling tax revenue and the need to close a substantial deficit in the state budget. The cut represented 5.8% of the university's initial FY 2009 appropriation. Because the state pays the fringe-benefit costs for salaries funded by the appropriation, the effective reduction was \$6.3 million. FY 2009 was the first year since 2004 when the campus had experienced a reduction in its appropriation. Please see the narrative section of this report for specific information about our response to this reduction.

Sponsored Programs

Since FY 2005, sponsored program revenues (excluding financial aid) have risen from state (up \$2.9 million or 78%), federal (up \$7.7 million or 46%), and private (up \$2.2 million or 26%) sponsors, while local grants and contracts (-\$512,000 or -38%) have declined. Recovered facilities and administrative costs topped \$5 million for the first time in FY 2009; the \$5,153,416 recovered was \$1.2 million, or 30%, above 2005 levels.

Important strategic partnerships have been particularly fruitful generators of grant support. For example, a partnership with the Dana-Farber Cancer Institute has resulted in a five-year grant of \$4.3 million from the National Institutes of Health, while a joint initiative with Northeastern University and the Boston Public Schools has led to an award of \$12.5 million from the National Science Foundation. The university has also received a \$7.7 million, five-year grant from the National Institutes of Health to establish an exploratory center for health and healthcare disparities; and the collaborative Center of Science and Mathematics in Context has generated over \$25 million for science education programs at K-12 and university levels.

Revenue from finance and administration charges on external grants and contracts (indirect cost recovery) has increased steadily during the last five years as shown below:

INDIRECT COST RECOVERY BY FISCAL YEAR				
2005	2006	2007	2008	2009
\$3,951,634	\$4,138,241	\$4,208,621	\$4,426,968	\$5,153,416

Development Efforts

The university continues to make strides in the area of private fund-raising. Our current vice chancellor for university advancement, appointed in June 2005, has reorganized his office, adding staff in key new positions, and instituting industry-best practices and metrics. The development effort has become less centralized, and better designed to mend or build relationships, and increase the number of active donors.

University Advancement has segmented its frontline fundraisers by colleges, encouraging close relationships between senior major gift officers and their respective deans and key faculty. These fundraisers, by becoming experts on the colleges they represent, are now better able to make personal connections with potential donors.

University Advancement has also established several giving levels, notably the Founders Circle recognizing lifetime donors and the Chancellor’s Council recognizing annual donors of \$1,000 or more. In FY 2005 some 25 donors gave \$1,000 or more annually; in FY 2010 over 300 are expected to do so. Establishing levels for donors under \$1,000 (beginning with \$250), has led to a donor-base increase of 400, and a society recognizing individuals who make estate commitments or life-income arrangements to benefit UMass Boston has attracted some 50 alumni and retired faculty. Such efforts have resulted in a \$15 million, or 259%, increase in development over the past four years, from \$5.8 million in FY 2005 to \$20.8 million in FY 2009.

Endowment assets continue to be administered by the [University of Massachusetts Foundation](#), an independent non-profit corporation that secures private gifts and grants and provides fundraising support services to the five-campus university system. As of June 30, 2003, the market value of UMass system endowment funds was \$146.5 million. Since then, it has increased significantly: On of June 30, 2009, it closed at \$350 million, and on November 18, 2009, it was

\$404 million. The market value of UMass Boston endowment funds managed by the UMass Foundation was \$18.7 million on June 30, 2003, \$20 million on June 30, 2005, and \$57 million on June 30, 2009.

The Years Ahead

The current fiscal year (FY 2010) has seen additional severe cuts in our state appropriation. These cuts, however, have been considerably offset by a one-time influx of federal “stimulus” funds, increased revenue from other sources, and careful management of expenses and the university expects to realize a positive operating margin and increase in net assets in FY 2010. Please see the narrative section for specifics about our FY 2010 budgeting process.

We recognize that our greatest challenges lie in 2011 and beyond. In his September 4, 2009, memo to the university community, the chancellor spoke of “very difficult and uncertain budget realities when we look to the future.” He referred to “an even more daunting fiscal challenge next year,” FY 2011, when the university will lose \$26 million of “stimulus” monies. In addition, because growth in tax revenue will almost certainly lag behind the recovery of the state economy, a best scenario for the state appropriation in the near future will probably be level funding or a slight increase, but not significant growth.

As we develop a new strategic plan and begin to enhance our facilities, we are therefore planning what must probably be a combination of additional revenue generation and significant expense reductions, not just in FY 2011, but for the foreseeable future.

More will be asked of our Office of University Advancement, which is in the quiet phase of a \$100 million-plus capital campaign. Goals of the campaign include the endowment of ten new endowed faculty chairs in our high-priority research clusters (\$17.5 million), and there is a strong possibility that two colleges will be named (\$15–\$20 million). The campaign will also focus on increasing the number of endowed and current funds available for scholarships and student aid, in an effort to further increase student retention and graduation rates. We expect these initiatives to complement the building of the state-of-the-art Integrated Sciences Complex and increases in internal grant support, creating synergies within the university and with external partners that will lead to greater growth in external funding in the next five to ten years.

Given our record over the past decade in providing high-quality education, research, and service despite large multi-year cuts in state funding, we are confident that the university will have the financial resources to fulfill its mission and implement the initiatives outlined in its strategic and master plans.

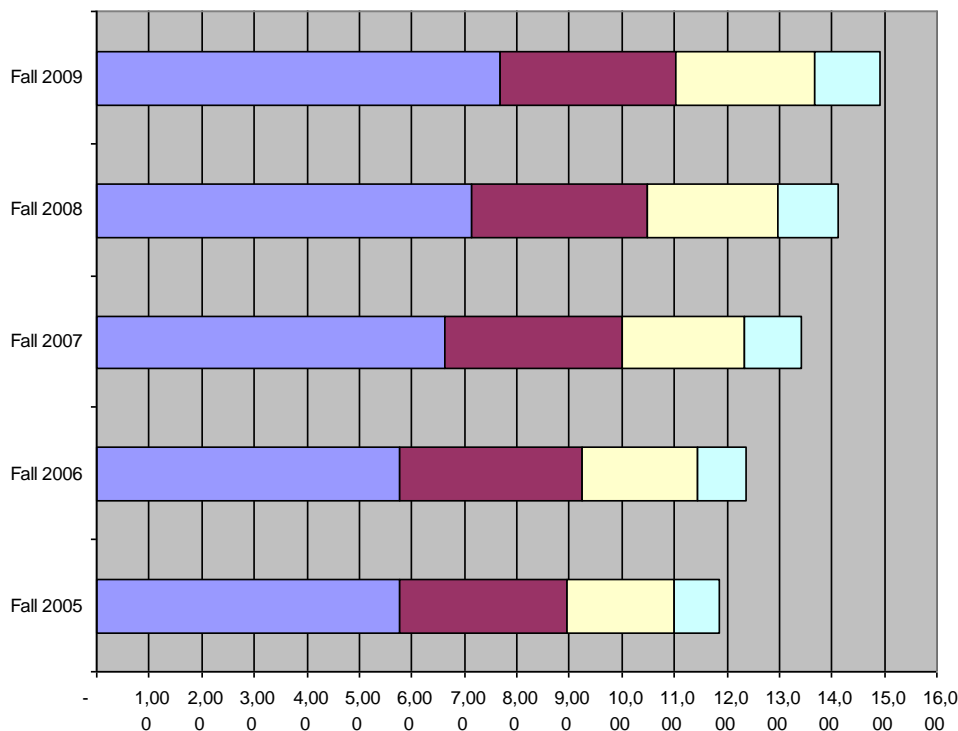
C. Enrollment and Retention

Our strategic decision to increase enrollment to 15,000 students by 2010 grew out of our analysis that such growth was essential for our mission. As we discussed above, the percentage of our revenues received by state appropriations has declined in the last five years from 39% to 34% of all revenues, but this decline in state support has been offset by the increase in fee revenue coming from growth in enrollment. Increased enrollment helps us realize our mission to provide quality, affordable university education to all qualified students, especially when many private institutions in the region who had previously served students of moderate means have re-positioned themselves to focus more on out-of-state or higher income students.

We are pleased to report that our enrollment is at an all-time high, our first year retention is at an all-time high, and that the diversity of our student population has increased to 45% of undergraduates being U.S. students of color.

In Fall 2009, the campus enrolled 14,912 students nearly meeting our goal of 15,000 students a year ahead of time. Over the last four years, new freshman applications have increased 91%, new transfer applications 23%, new graduate applications 25%, and overall enrollment has increased 26%. The campus has also increased its financial aid grants in a concerted effort to maintain affordability for our highest need students. Over the last five years institutional funds allocated to meet need have increased from \$2,674,303 to \$6,469,303 an increase of 140%.

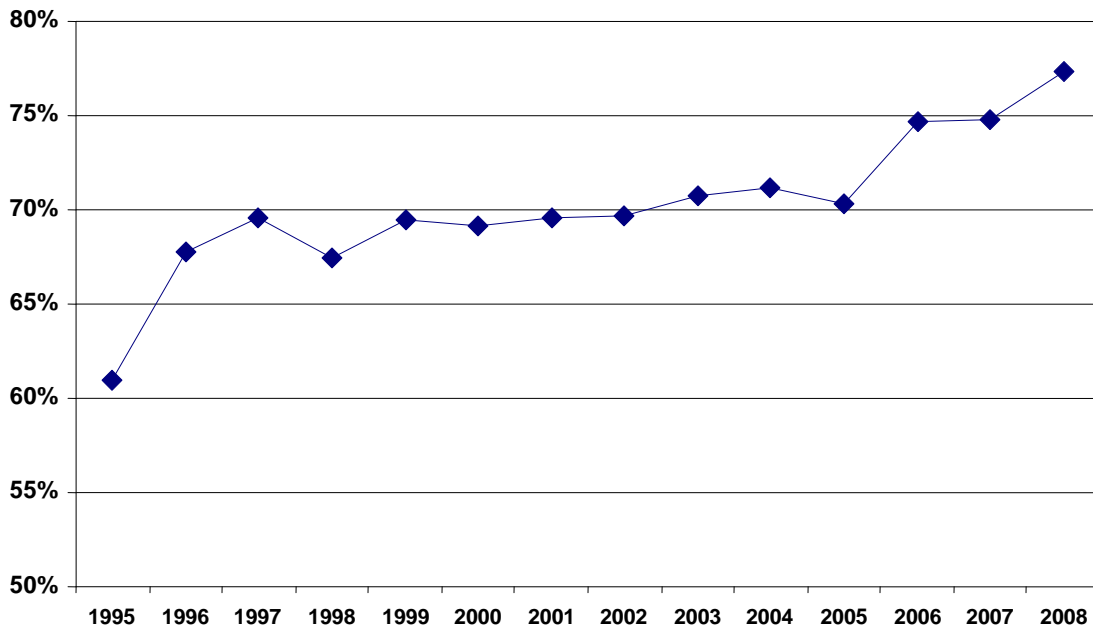
UMass Boston Headcount Enrollments Fall 2005 to Fall 2009



As can be seen in the table above, we have also been able to achieve our strategic plan objective of increasing the percentage of graduate students on campus, now at 26% of total student enrollment. (This past year, we awarded 40 doctoral degrees, over 1000 master's degrees, and 29 post-master's degrees up considerably from the 700 graduate degrees we reported in the 2005 self-study.)

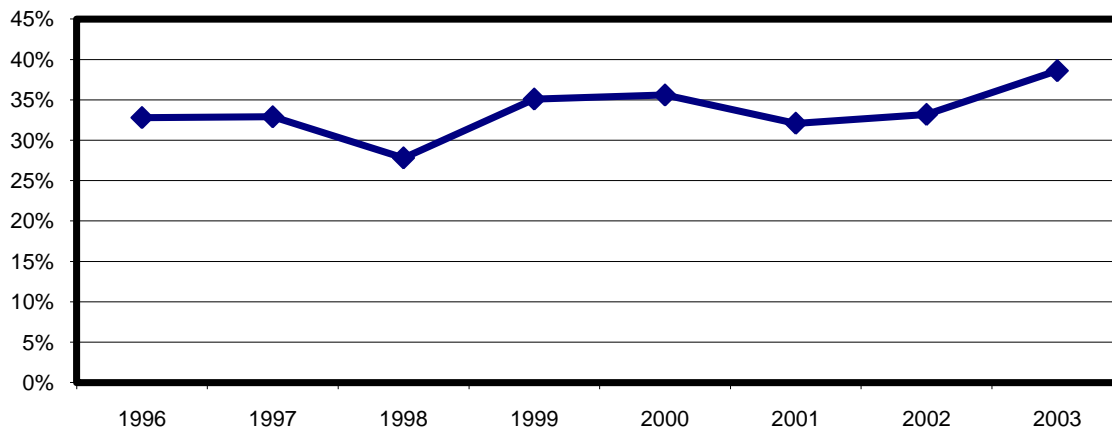
Retention of first-time full-time students to the second year is now 77% after being near 70% for many years. Although the majority of our new students enter as transfer students and not as new freshmen, the most vulnerable population on campus is the new freshmen and we have devoted special time and attention to understanding and remediation of this problem.

**First-Time Full-Time Student Retention to the Second Year
At UMass Boston for the Fall 1995 to Fall 2008 Cohorts**



In regards to graduation rates, 219 of the 567 fall 2003 first-time full-time freshmen had received bachelor's degrees from UMass Boston by August 2009. This 38.6% graduation rate is the best six-year graduation rate that UMass Boston has had since at least the 1996 cohort. Our previous best rate was 35.6% for the fall 2000 cohort. As is shown in the table below, as recently as the 1998 cohort, our rate was under 28%.

Six-Year Graduation Rates for the Fall 1996 to Fall 2003 Cohorts
Of First-Time Full-Time Freshmen



Of additional encouragement is that current projections suggest that the fall 2004 cohort will have a six-year graduation rate of about 40%. While a 40% six-year graduation rate is something we will work hard to improve, it indicates that we are making significant progress in this area.

Project Compass

In 2007, the university was the recipient of a Project Compass planning grant from the Nellie Mae foundation that was used to analyze the college success of our students entering the university through our summer pre-matriculation Directions for Student Potential (DSP) program. We knew that these students had strong first year retention rates but six-year graduation rates no better than students who entered through the regular admissions process.

DSP is a pre-matriculation summer program for students who lack the traditional credentials for admission to college, but show promise of succeeding with additional preparation—most (76%) are students of color and large numbers are low income, first generation. DSP students take intensive courses in college-level reading, writing, mathematics, English as a Second Language (ESL), and study skills. Students who successfully complete the program are admitted to the university. DSP students are also encouraged to apply for the federally funded Student Support Services Program (SSS) so that they can continue to get intensive services; those who meet the eligibility criteria (low income, first generation college student) are admitted to SSS.

We undertook an analysis of seven cohorts of entering first-time full-time freshman and compared outcomes for three different groups: regularly admitted students, DSP students enrolled in SSS, and DSP students not in SSS. A critical finding was that participation in the SSS program was driving the overall retention and persistence of DSP students. DSP students

who participated in SSS had first-year retention rates almost twice as high as the other two groups. SSS research-based practices - intrusive, developmental advising; one-stop access to a range of academic, career, and personal support services; instruction in college survival skills; and supplemental academic support - seem to be key to early career success.

Advising Resources

On the basis of the understanding gained through our Project Compass research, the university focused on the need for more intrusive advising that would carry the student through and beyond the first year of study. In 2008, the provost charged a Committee on Academic Advising and Student Success to assess academic advising models to determine which would best serve our students. Specifically, he asked the committee to consider what mix of college-based/decentralized and professional/faculty advising was best suited to our campus and to prepare a written report advising him as to the relative strengths and weaknesses of various models. The committee, led by a senior faculty member, met during the fall 2008 semester and provided him with their report in Fall 2008. On the basis of this report he allocated resources for new advising positions in both the University Advising Center and in the Colleges of Liberal Arts and the College of Science and Mathematics. These new collegiate advising positions are central to new retention initiatives described below.

Beginning in 2008, the University Advising Center (UAC) implemented a liaison model. In which professional advisors are assigned to specific colleges and departments rather than as general advisors. UAC advisors are responsible for assisting students with undeclared majors in each college and for developmental advising around choice of major and preparation for entering or transferring to specific majors. UAC advisors work with department liaisons and college advisors on policies, requirements, transfer credit issues, advising practices, and individual student cases. For FY 2010, the UAC received funding for two additional advisors bringing the total number of professional advisors to 10 FTE: one for the College of Science and Mathematics, three for the College of Management, five for the College of Liberal Arts, and one for non-degree students.

CSM and CLA success initiatives

The College of Science and Mathematics began a new program of “Freshmen Success Communities” for new first-time full-time freshmen this fall. These are small groups of student who enroll in the same core courses, receive priority enrollment, and receive focused academic support and advising. Two pilot cohorts were launched in September with 46 incoming CSM freshmen participating. Students were chosen based on initial math placement results and enrolled in two different clusters of courses: one cluster of 25 students in pre-calculus, introductory biology, general chemistry, English composition, and a new Science Gateway Seminar; and a second cluster of 21 students in calculus, general chemistry, English composition, and the Science Gateway Seminar. Students are co-enrolled in all courses (except for the composition course) as a method of building a sense of community and engagement.

Preliminary evaluation of the program shows great satisfaction and engagement from the students. We look forward to assessing and building on this initiative.

As of fall 2010, the College of Liberal Arts will pilot a retention initiative called CLA First! As currently outlined, the program will accommodate 100 regularly admitted full time first time students in four learning communities of 25 students each. The program will include the following components: four three-credit courses in the fall semester and three in the spring taught by tenure stream faculty; general education learning capabilities distributed across the courses; a full-time professional advisor assigned to the program to do one on one advising as well as constructing co-curricular activities for the students; and extra academic tutoring. In addition to this freshmen success initiative, the college has received support for a second new academic advisor to work with faculty in departments on advising upper-division students with majors.

Title III Grant

Transfer students - half of whom come from community colleges - make up 64% of the UMass Boston entering undergraduate population. With the support of a Title III grant and in partnership with our five principal community college feeder schools, we have worked over the last three years to significantly improve the transfer student experience toward the goal of improving transfer student academic success. First, we created a “one stop” transfer Center with dedicated staff to help transfer students more easily receive accurate information and support throughout the entire enrollment process. Second, after careful review of available products, we implemented a web-based system (U.Select) for providing transfer students and counselors with immediate access to information regarding course and credit transferability. Third, we created an articulation council made up of the UMass Boston provost and the chief academic officers of the community colleges as well as the enrollment managers and transfer counselors. The council sets priorities for articulation work and recommends areas for improvement. Fourth, we developed a series of articulation agreements between specific programs ensuring that students would be able to plan their coursework for a smooth transition from the community college to the university. Fifth, we convened work groups of university and community college faculty from the departments determined as most in need of course level articulation (mathematics and management) to work on common learning outcomes in central courses. This work will continue in other areas to align course content and assist in transfer student progress through the curriculum.

D. Faculty Hiring and Development

The Commission has asked the university to pay special attention in this report to our self-study goal of “reducing [our] dependence on part-time faculty.” Since 2005, we have generally refrained from using the term “part-time faculty,” realizing that that term clouds the real issue, which is the distinction between tenure-track faculty (faculty either with tenure or eligible for tenure) and non-tenure-track faculty. Non-tenure-track faculty can be either full-time or part-

time, whereas virtually all tenure-track faculty are full-time. In keeping with our strategic plan, since 2006 we have accelerated our hiring of new tenure-track faculty, but because of our sharp enrollment growth we have not been able to reduce our reliance on non-tenure-track faculty. We will discuss these hiring patterns and present our plans for the development of both tenure-track and non-tenure-track faculty.

In the face of economic conditions that led many universities and colleges to halt or temporarily suspend the hiring of new tenure-track faculty, in the last five years we have hired tenure-track faculty well beyond the replacement level required by faculty retirements and other departures. As seen in the table below, from fall 2005 to fall 2009 we increased the number of tenure-track faculty from 362 to 402, or 11.0%:

<u>Faculty</u>	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	% Change '05 to '09
<u>Tenure-track</u>						
Full-time	362	359	373	382	400	+ 10.5%
Part-time	0	1	2	1	2	---
Total	362	360	375	383	402	+ 11.0%
<u>Non-tenure-track</u>						
Full-time	83	76	71	80	99	+ 19.3%
Part-time	368	379	416	450	463	+ 25.8%
Total	451	455	487	530	562	+ 24.6%
<u>Total Faculty</u>	813	815	862	913	964	+ 18.6%

We are continuing this rebuilding of the tenure-track faculty by authorizing 32 positions for fall 2010, eleven of them being “new” positions beyond replacement levels. The table shows, however, that the recent growth in tenure-track faculty has been smaller than the growth in non-tenure-track faculty. In the last five years, the number of non-tenure-track faculty has grown from 451 to 562, an increase of 24.6%, compared with the 11.0% increase in tenure-track faculty. We have not been able to hire tenure-track faculty fast enough to keep pace with increased student enrollment and the resultant demand for increased numbers of courses. As mentioned in the revenue section of this report, our state support has declined as a percentage of all our revenue sources. Although we have been able to increase the overall percentage of tenure-track faculty in some of the colleges, such as the McCormack Graduate School of Policy Studies, the overall percentage of classes taught by tenure-track faculty has decreased. In the College of

Liberal Arts, for example, the number of course sections taught by tenure-track faculty has declined from 53% in fall 2005 to 41% in fall 2009.

In sum, the real accomplishment of increasing the number of tenure-track faculty has been mitigated in its overall effect by the countervailing need for non-tenure-track instructors to handle our planned growth in enrollment. Absolute growth in tenure-track faculty has not obviated the need for continued, vital contributions from our non-tenure-track faculty. And as we look toward the next ten years the increasingly complex nature of our growth as a research university will require additional adjunct, clinical, and other non-tenure-track faculty to meet our instructional needs. We must determine, therefore, how every member of the faculty can best contribute to the strength of the university.

The provost has identified faculty development as a central commitment of his academic vision for the campus. Faculty development involves cultivating and implementing the necessary campus culture and infrastructure to facilitate faculty members' meaningful pursuit of their goals in the areas of scholarship/research, teaching, and service. Through a carefully considered process, the provost seeks to fulfill faculty aspirations and meet institutional priorities. Faculty development is seen as crucial to the retention of highly qualified faculty. It will span the entire professional life of faculty members, from the moment of their being hired until their retirement, as well as encourage and invite their post-retirement connections with the university.

In the spring 2009 semester, a committee of 20 participants from diverse campus constituencies (including deans, associate provosts, tenure-track faculty, and non-tenure-track faculty) addressed the issue of faculty development. The members of this working group gathered data on existing college-level faculty development initiatives at the university, collected information on best practices on other campuses with institutional profiles like ours, and conducted a survey of all faculty at the university on the challenges of, support for, and expectations surrounding research/scholarship, teaching, and service.

Based on its findings, the working committee came up with several recommendations. These recommendations have been accepted by the provost, and they will provide the template for the next steps in the campus' faculty development initiative. The recommendations include: (1) creating a full program of orientation for new faculty with specific attention to clarifying scholarship/research expectations, and focused mentorship and support for best practices in teaching our diverse student body; (2) establishing a faculty development implementation committee that includes members from all significant areas of the campus organizational structure; (3) developing a faculty resource website; (4) moving toward a 2-2 teaching load for tenure-track faculty; (5) specifically integrating non-tenure-track faculty more fully into the life of the university at departmental, college, and campus levels (more on this below) ; (6) providing more effective support for faculty research and grant-funded initiatives through the Office of Research and Sponsored Programs; (7) professional development of department chairs so that they can establish effective mentoring structures for newer faculty in their departments; (8) providing opportunities for faculty to share their research/scholarship and work-in-progress in various university settings; (9) developing a program of social/ collegial activities; (10)

addressing the distinct career needs of faculty at each stage of professional life; (11) establishing a fully staffed faculty development center to sustain a regular and full program of activities.

The first stage of the implementation of these recommendations is underway. An implementation committee of 15 members (representing various departments and colleges and faculty at various stages of their careers, including non-tenure-track faculty, as well as alumni and the office of institutional advancement) has been appointed by the provost. This committee will be chaired by the associate provost for faculty affairs; its task will be to prioritize the recommendations and set a realistic timetable for implementing them. The focus is on two areas in AY 2009-2010: new faculty orientation and support for scholarship/research and teaching; and the professional development of department chairs. AY 2010-2011 will continue these two areas of focus and, in addition, take up the 2-2 teaching load for tenure-track faculty and the matter of better integrating non-tenure-track faculty into departmental and college life. Over the next five years we expect to address all the recommendations and set up a fully functioning, vibrant faculty development center that will be vital to facilitating faculty members' success in scholarship/research, teaching, and service.

In our 2005 self-study we presented rebuilding the faculty as a matter of both increasing the absolute number of tenure-track faculty and improving the situation of the non-tenure-track faculty. We stated at that time:

“[W]e project the continued importance of part-time faculty.... Finding ways to integrate full- and part-time faculty into one university presents one of the most significant issues we will face during the coming decade.”

This remains true today, and it has been recognized by everyone involved in making the recommendations described above, most of which will benefit non-tenure-track faculty members and strengthen their contributions to the life of the university. And in addition to development efforts serving the entire faculty, there are efforts focused solely on non-tenure-track faculty. Contractual agreements between the university and the Faculty Staff Union (FSU) have granted non-tenure-track faculty with specified years of service rights and benefits often limited to tenure-track faculty at other universities. In addition, non-tenure-track faculty with more than ten years of service may be considered for “Senior Lecturer” status, which makes them eligible for multi-year contracts and a greater sense of stability. One of our long-term non-tenured faculty members has won one of our highest awards, the Chancellor's Award for Distinguished Teaching—another indication of the respect we feel for these long-time colleagues.

A recent memorandum of understanding between the administration and the FSU has created a labor/management committee charged to make recommendations to the provost on how to better include non-tenure-track faculty into the life of the university. It is already the case that many non-tenure-track faculty participate fully in the lives of their departments, take on advising and other duties in addition to their teaching responsibilities, and engage in active research and scholarship. Although these faculty are evaluated on the basis of their teaching and are not required to engage in scholarship, many of them have active scholarly agendas and publish in a variety of academic venues. In spring 2009 the dean of liberal arts supported a conference

organized by non-tenure-track faculty to highlight this scholarship. It was so successful that a university-wide conference for non-tenure-track faculty is being planned for spring 2010.

In short, we recognize that our vision for the university means that non-tenure-track faculty, like their tenure-track counterparts, must be fully devoted to serving our students and engaged in the life of our community. We feel confident that we are making substantial progress toward that important goal.

E. Student Learning Outcomes

The Commission has asked us to comment on progress we have made in “developing and implementing systematic ways to understand what and how students are learning and use the results to improve the academic program and services for students.” After a number of years of progress in this area, we have determined that our established program review process is the principal means by which we can finish embedding student learning outcomes assessment into our curriculum. The Academic Quality and Assessment Development (AQUAD) program is a seven-year rotating review of academic units that has been in place since 1999. At that time, the University of Massachusetts President’s Office mandated regular program reviews on each campus, and a faculty committee on this campus defined and structured our review process. Programs engage in a year-long self-study and are reviewed during a site visit by a team of internal and external reviewers chaired by an external faculty member in the discipline. The AQUAD review assesses the core academic functions of each department or program at the university, including teaching and learning; research, professional, and creative activity; and public service and academic outreach. The purpose of the review is to provide a rigorous quality assessment, identifying strengths and concerns, and targeting areas for program growth and development. Programs that have external specialized accreditation may use that process for its AQUAD review as long as that accreditation covers the same substantive areas and is on a similar cycle. In this section of the report, we will discuss how we are using these review processes to focus on student learning outcomes, and to present initiatives taken in arts and sciences departments to use required capstone and other courses as the locus for assessment activities.

Upon his permanent appointment in 2009, the provost formed an ad hoc faculty advisory group to recommend to him how to ensure that assessment practices in all units on campus reach and maintain national standards. After review of their report and in discussion with other faculty and administrators on campus, the provost decided to more fully develop the assessment of student learning outcomes in AQUAD program reviews. Assessment was already a part of these reviews which have the following five review criteria: planning; curriculum quality; faculty quality and productivity; student learning; and, use of resources. The “student learning” criterion is described as follows:

Assessment of student learning outcomes should address how the program facilitates student success in learning. It should address articulated goals for student learning outcomes and procedures for measuring the outcomes. It should also discuss how evidence of student learning is used in reviewing its curriculum and its faculty.

This criterion is explicitly included as a main feature of the AQUAD process in order to embed student learning outcomes assessment into the life of the academic units. Programs are asked to address the following questions in their reviews:

- To what extent does the Program have articulated learning outcomes (content and skills) for students? By what means are these outcomes measured? Are they achieved by most students?
- How is assessment of student learning outcomes used in reviewing or evaluating Program curriculum and faculty?
- In what ways does the Program evaluate student success following graduation and the Program's contribution to that success?

All programs on campus have now gone through at least one AQUAD review and the E-series forms in the appendix to this report summarize some of the major decisions that have grown out of these reviews. AQUAD reviews have contributed to the elimination of majors, the merging of departments, faculty hiring in areas of strength, and new program development. These reviews show that faculty consistently make curricular revisions based on what is working or not working in the program, but the evidence for the determination of “not working” has frequently not been explicitly presented. Solid use of evidence does sometimes occur, as in the Classics department which used its student’s high performance on the university’s Writing Proficiency Examination (WPE) as evidence of the rigor of its program in helping students develop general education reading, writing, and critical thinking skills.

As mentioned above, the provost has requested deans and department heads to rigorously review student learning outcomes in all AQUAD reviews. He has asked the deans and the associate provost overseeing program reviews to put this into practice in all reviews beginning this year and to provide assistance including model department assessment plans to all programs. Three examples of this focus on learning outcomes are the following assessment plans developed by the Department of Environmental, Earth and Ocean Sciences in the College of Science and Mathematics and the Departments of Economics and Art in the College of Liberal Arts.

The Department of Environmental, Earth and Ocean Sciences (EEOS) has developed direct and indirect assessment tools to evaluate student achievement of undergraduate and graduate student learning goals. Direct evaluation is accomplished within classes through examination and projects. Indirect measures include the use of the Student Assessment of Learning Gains (SALG) instrument that all instructors will have students take at the beginning and end of their courses. Students in research-based courses will use either the Undergraduate Research Student Self-Assessment (URSSA) or the Survey of Undergraduate Research Experiences (SURE) to evaluate their learning gains. Exits surveys of all graduating students (undergraduate and graduate) will be adapted for use in an alumni survey. All these evaluations will be discussed at an annual faculty retreat and used to modify and advance the program.

The Economics faculty has developed desired outcomes that include goals related to knowledge of concepts, critical thinking skills, and quantitative and writing skills. They have classified these into five categories of learning outcomes, and created a scoring rubric for measuring and evaluating student achievement in each of the categories. Because of the high number of transfer students they teach and the fact that many students wait to declare a major until they are nearly done with the program, it is not possible for them to assess progress at a conventional "entry" point, or systematically at particular points along the way. They do, however, have a capstone requirement, which can be thought of as a reasonable approximation to an "exit" point. Students can fulfill the capstone requirement through taking any one of several courses, all of which require previous knowledge of economic theory and the writing of an analytical paper. This analytical paper from the capstone course (and possibly other materials from the course, at the discretion of the instructor) is what they will sample and evaluate. The results of the assessment will be reviewed by the department curriculum committee during the summer or early fall of each year. The committee will create a summary report and submit it for faculty discussion at the departmental fall term teaching seminar. It is hoped that these reports will create the basis for discussion of where our teaching of economics is already strong, and whether there are specific aspects of our curriculum and teaching that should be modified in order to achieve improved student learning outcomes.

The Art faculty has established three student learning goals for the major and derived eight learning outcomes to assess. These program goals are aligned with the university's strategic plan, the College of Liberal Arts' strategic plan and the Art department's mission, and include both the studio expertise and the art historical knowledge expected by the department. Entry assessments will take place during the required introductory art history course, and exit assessments of students final portfolios will occur at the completion of the studio capstone course and required senior art history course. Reviewers will analyze progress toward each of the departmental goals for student outcomes assessment and report these results to the Student Outcome Assessment (SOA) Committee of the department in summary form. Recommendations will serve as a basis for program improvement and also for possible refinement of the assessment process with results reported to the dean and the provost annually.

Campus units with specialized and program accreditation already meet professional standards for the assessment of student learning outcomes and are listed in the E-series appendix to this report. The College of Management (AACSB), College of Nursing and Health Sciences (CCNE), Graduate College of Education (TEAC), B.S in Computer Science (ABET), and Ph.D. in Clinical Psychology (APA) have ongoing assessment programs and use a range of assessment methods, including course-embedded assessments, performance on licensure examinations, and evaluations of clinical performance. One example of this is a number of actions the Nursing program took in response to a lower than desired licensure pass rate (NCLEX). Clinical nursing courses now require students to supplement in-class lectures with assignments in "Total Curriculum Support MedsPub", a suite of programs created to improve the problem solving and critical thinking skills of the students. Faculty put additional course materials, notes and even recordings of their lectures on the Blackboard learning management system for students to use at times convenient to them. These measures supplemented by the inauguration of the state of the art Center for Clinical Education and Research has resulted in a steady improvement in NCLEX

while simultaneously provide feedback on curriculum content areas in need of revision or expansion. Another example is the computer science faculty revised two required courses in the major to include more work on oral presentations after an assessment by a visiting team suggested students needed more work on their oral communication skills. A third example is this year the College of Management's Learning Outcomes Committee successfully led a complete second-round assessment of eight undergraduate learning objectives across 14 different courses (11 with multiple sections) and seven graduate learning objectives across 10 different courses (most with multiple sections). The Committee is analyzing the data and developing a set of recommendations for continuous improvement of the College of Management curricula and student learning.

The AQUAD and professional accreditation reviews of learning in the major are complemented by our continuing dedication to the assessment of components of the general education program and the student outcomes demonstrated through our signature campus wide Writing Proficiency Requirement. The requirement may be met by either a three hour examination or a portfolio of class papers supplemented by an independent take home essay. Although labeled a "writing" examination, the examination is structured to assess writing, reading, and critical thinking skills. This is a rising junior examination which identifies students in need of further instruction and provides a range of courses to assist students in improving their skills so that they can eventually pass the examination. Discussion is underway by the Faculty Council's general education committee to move to a totally portfolio-based model for this requirement. Also, the Seminars Assessment Committee of the Faculty Council's general education subcommittee annually reviews First Year Seminars through a random selection of students' writing portfolios to make sure that the learning outcomes of these components of the general education program are being addressed.

In addition, at the request of the University of Massachusetts president's office, the provost's office has reviewed the learning outcomes components of the national Voluntary System of Accountability (VSA) as an additional way to gain information about our students' learning. Some faculty members have concerns that any national test is essentially divorced from our particular curriculum and would not provide information that could be used as a guide for curricular change. Since the provost is committed to the principle of faculty primacy in control of the curriculum, the provost has formed a standing faculty assessment committee which will have as one of its first tasks a review of the VSA. To assist in this review, we are planning on a trial administration of the College Learning Assessment (CLA) in Fall 2010. On the basis of that trial and further faculty input, we will determine whether to move forward and formally become part of the VSA.

The initiatives show the progress we have made toward implementing systematic ways to understand what our students are learning. We will have a robust AQUAD review program of student outcome assessment in place by our next comprehensive accreditation.

F. Facilities and Master Plan

Since the accreditation process of 2005, the university has engaged in multi-faceted efforts to restore, revitalize, and expand the physical environment that supports its teaching, learning, and research. These efforts include:

- initiating projects to stabilize our campus substructure and provide a safe environment for operational access in it; and creating surface parking lots to replace parking facilities lost when the substructure was closed to normal use;
- continuing our efforts to address life-safety, code-compliance, and deferred-maintenance deficiencies;
- undertaking targeted renovations to improve existing spaces;
- including in the university's strategic plan the specific goal of creating "a physical environment that supports teaching, learning, and research," and undertaking a master planning effort to guide the campus's physical development over the next 25 years.

Many of these activities are described at length in the "2008 Update Report on Campus 'Mega-Structure' Deficiencies" we provided to the Commission in August 2008. What follows is a summary of those activities and others pursued since the 2008 report was submitted.

Campus Substructure

After completing emergency repairs of the substructure and launching a thorough evaluation of its condition and prospects, the university decided to close it to vehicle and general pedestrian access in July 2006. The projected \$136 million cost of returning the substructure to its original condition soon led to decisions to stabilize the substructure instead (estimated cost \$43 million), and to plan for the future on the assumption that it would be permanently closed.

In July 2006, the university began creating surface parking lots to replace lost parking capacity in the substructure, and providing walkways and other features to ensure safe travel between these parking lots and university buildings. This work was completed in spring 2009.

The major substructure projects, designed during a period of extensive study, include:

- stabilizing the upper and lower levels of the substructure (and thus buildings above it) by installing shoring for gravity loads on deteriorated upper-level joists and columns, installing bracing for transmitting lateral loads from the upper level and levels above it, and repairing critically deteriorated concrete components;
- replacing the failed roof of the university's utility plant, which is located in the substructure;
- providing a safe environment in which to address ongoing operational access needs in the substructure by installing covered walkways, barriers, and door additions and modifications and signage to better control access to and movement within the upper and lower levels; installing a new fire alarm system along the newly designated travel routes; and modifying fire protection systems to ensure sprinkler coverage of those routes;
- replacing acid neutralization tanks with new tanks on the lower level slab, as opposed to the current location in confined space below this slab.

In late July 2009, the Commonwealth's Division of Capital Asset Management (DCAM) authorized construction on these projects, which should be completed early in 2011.

Life Safety, Code Compliance, and Deferred Maintenance

In addition to the need for critical substructure repairs, the 2005 NEASC report identified a need to address the deterioration of elements of the university's "mega-structure" including its Clark Athletic Center, Healey Library, McCormack Hall, Quinn Administration Building, Science Center, and Wheatley Hall. NEASC also encouraged the university to gather ampler information on the condition and use of its physical resources in order to better plan for repair and improvement. We have made consistent progress in these areas since 2005.

The university first contracted with the Gilbane Building Company for help with judging the scope and costs of critical life safety, code compliance, and deferred maintenance issues beyond the substructure. That report, received in November 2005, identified an estimated \$164 million in facilities deficiencies. This information was critical in the formulation of the annual updates to the UMass Boston Capital Plan for 2006 and 2007.

Architects and engineers involved in the master planning process (see below) have further identified and refined the scope of critical maintenance needs in the university's facilities and utility infrastructure. Along with the information from the Gilbane Report, this data has been used in the formulation of the annual Capital Plan updates for 2008 and 2009. It will also guide decisions about whether to renovate or replace existing facilities as the Master Plan is implemented.

The following life-safety and code-compliance projects have been completed since 2005:

- installation, testing, and Boston Fire Department acceptance of new fire alarm and sprinkler systems in the Science Center and Wheatley Hall;
- final testing and Boston Fire Department acceptance of the Campus Center smoke evacuation system, allowing us to receive the final Certificate of Use and Occupancy for the facility;
- renovation and upgrading of four elevators in Healey Library and three elevators in the Science Center;
- construction of *temporary* acid neutralization tanks to replace a failed tank in the Science Center.

In addition, construction and/or design work is underway on the following life-safety and code-compliance projects:

- replacement of the halon-based fire suppression system in the university's main telecommunications room;
- installation of a fire protection system and upgrade of the fire alarm system in Healey Library;
- renovation of space for the University Health Service's counseling center and health and wellness program in advance of re-accreditation by the Accreditation Association of Ambulatory Health Care in 2011 and in order to improve connections with the Clinical Psychology Ph.D. Program;

- construction of ADA-compliant restrooms, and accessible paths of travel to those restrooms, in Wheatley Hall, McCormack Hall, and Healey Library;
- replacement of the Healey Library emergency generator;
- improvement of the ventilation system in the cage washer room of the animal care facility and installation of a properly sized new water heater for that facility.

Significant deferred-maintenance and asset-protection projects completed since 2005 include:

- repair and upgrade of the mechanical equipment in the saltwater pump house that is used to cool university buildings, including silt-dredging from Savin Hill Cove to allow sufficient in-flow of water to operate the equipment;
- replacement of roofs on Wheatley Hall, the Clark Athletic Center pool facility, and the Science Center;
- upgrading of HVAC equipment and emergency generators in the university's data center (which also serves the University of Massachusetts President's Office).

Through an October 2009 bond issue, the University of Massachusetts Building Authority has also secured \$16.1 million for additional life-safety, code-compliance and deferred-maintenance projects at UMass Boston, including:

- replacement of the primary electrical switchgear in the utility plant and other electrical switchgear servicing individual university buildings;
- repairs to building envelopes including roof replacements on McCormack Hall and replacements of exterior doors across the campus;
- upgrades of elevators in the Clark Athletic Center, McCormack Hall, Quinn Administration Building, and Wheatley Hall;
- construction of a seawall along the north-facing shore of the university's property, which has undergone significant erosion.

Teaching, Learning, and Research Space

While most facilities-related projects since 2005 have necessarily addressed substructure, life-safety, code-compliance, or deferred-maintenance issues, there have been several notable initiatives to improve teaching, learning, and research spaces. These include:

- installation of technology in 92 classrooms: 84 "Tech-1" classrooms, each with a ceiling-mounted projector, wall-mounted control cabinet, and a projection screen; and eight "Tech-2" classrooms with ceiling-mounted projectors, front-of-room control consoles, projection screens, and advanced electronics (by the AY 2008-2009, all but the lowest-capacity classrooms had at least a basic technology set-up);
- construction of the GoKids Boston Center for the College of Nursing and Health Sciences (opened June 2007), which houses fitness and education facilities, and supports researchers working to combat sedentary lifestyles and obesity in urban youth;
- construction of the Center for Clinical Education and Research for the College of Nursing and Health Sciences (opened January 2008), which houses state-of-the-art simulation equipment that allows it to serve as a highly effective training venue and as an incubator for research into techniques for acquiring clinical skills and knowledge;

- construction of the Venture Development Center (opened October 2008), which is UMass Boston's first major effort to create space on campus for joint research and development with industry and other research institutions. It features collaboration, presentation, display, and research spaces, temporary offices, and wet and dry labs. Its programs will help researchers compete for major new funding; convert successful research initiatives into financially self-sustaining activities; and transform research results into commercially valuable and socially useful products.

Also, several smaller projects are underway that will also have a significant impact on teaching, learning, and research at the university:

- renovation of laboratory space for two new Psychology Department faculty who perform animal-based research in the area of neuropsychology;
- renovation of space for a teaching laboratory for the Computer Science Department's computer hardware and computer architecture programs;
- renovation of laboratory space for a floatation tank that will allow an Anthropology Department faculty member to complete funded research on campus;
- creation of keyboard and vocal instruction space for the Performing Arts Department.

The biggest anticipated improvement in teaching, learning, and research spaces on campus, however, will be the addition of a new Integrated Sciences Complex and a second academic building to the university's facilities (see below).

Campus-wide Master Planning

The university is well advanced in a comprehensive master planning process that centers on the physical development and reconstruction of the campus over the next 25 years. The Master Plan will provide a blueprint for the physical UMass Boston that reflects and supports the strategic priorities and goals of the institution and addresses the needs of students, faculty, and staff. Specifically, it will determine building functions and sites, open spaces, pedestrian and vehicular circulation, parking locations, and physical connections with the surrounding community.

Choosing to address substructure deterioration as we did allowed us to pursue a new vision for our physical environment. When it became clear that shoring and bracing portions of the substructure under buildings would permit demolition of the portions not supporting buildings, we could begin to imagine a campus less like a fortress and more open to the world. A transformation from a campus sitting on an elevated plaza to one with ground level access would allow the university to take better advantage of its waterfront location, improve movement into and across the campus, provide more open space, and better connect with its neighbors.

The Master Planning Process

This process was begun in fall 2006 with funding from the Commonwealth's Division of Capital Asset Management (DCAM). In an effort to reach a broad consensus on a plan among internal and external stakeholders, different conceptual approaches were developed and presented through workshops and organizational meetings in fall 2007. Faculty, students, staff, elected

officials, and the general public took part in 26 workshops and meetings, which were designed to educate participants on emerging elements of the Master Plan, elicit feedback on the proposed concepts, and set the stage for future work. The following general themes emerged:

- The campus has two critical needs: new academic buildings and the rehabilitation of remaining current facilities.
- More green open space is desirable.
- The campus should be better integrated with its neighbors, the waterfront, and the surrounding community.
- The plaza and Science Center should certainly be demolished as part of the overall plan.
- Placing garages on the edges of the campus is best way to capture vehicles before they enter its interior.
- Reconfiguration of the road network is necessary.
- Locating new campus housing near Mt. Vernon St. would enhance the residential feel of these units.
- Improving connections through the campus would address development opportunities on our entire peninsula.

At the conclusion of this outreach process, the Master Plan Steering Committee considered all input and feedback and outlined a preferred campus Master Plan. The preferred plan was presented to the chancellor and executive staff, and then revised to reflect their guidance. In December 2007, the Board of Trustees was briefed on the plan and expressed its support.

Implementing the Master Plan

Given the extensive scope of the Master Plan, the university must move in incremental phases over the plan's 25-year timeframe. This will allow minimal disruption of campus operations and meet the requirements of fiscal responsibility. We expect Phase I implementation to include:

- construction of a new Integrated Sciences Complex;
- construction of at least one new general academic building;
- relocation of campus utility services;
- reconfiguration of University Drive;
- deconstruction of much of the substructure and of the Science Center;
- renovation of space in McCormack Hall and Wheatley Hall when research laboratories move to the Integrated Sciences Complex and the Science Center is demolished;
- construction of a 1,200-vehicle parking structure;
- improvements in campus landscaping and way-finding; and
- replacement or upgrading of athletic fields.

Funding for the Integrated Sciences Complex will be provided both by the Commonwealth (\$100 million) and the university (\$52 million borrowed through the University of Massachusetts Building Authority and the Massachusetts Higher Education Financing Authority). The Planning Study for the building is completed and is expected to be certified by DCAM in the middle of January 2010. With DCAM's approval, detailed design work will begin on this approximately 205,000-gross-square-foot facility, which will house research laboratories, two biology teaching

laboratories and one undergraduate “sandbox” laboratory, an animal care facility, two research centers, and faculty offices. The building is slated to open in fall 2013.

In addition, as part of a \$156 million borrowing through the UMass Building Authority anticipated in FY2011, funding for the utility relocation, roadway relocation, and deconstruction of the Science Center and substructure will be secured.

Planning for the general academic building has also begun. We have established a budget of \$100 million, to be borrowed through the UMass Building Authority in FY2011. We have asked the UMass President’s Office to provide short-term lines of credit to fund initial planning activities.

Bond funding through the UMass Building Authority for other Master Plan Phase I projects is scheduled to be secured in FY2012 and FY2013. At the same time, UMass Boston will continue to advocate on its own behalf for additional funding from the Commonwealth from unallocated funds remaining from Chapter 258 of the Acts of 2008: An Act Providing for the Public Higher Education Capital Improvement Needs of the Commonwealth.

Abundant information about the master planning process is available at www.umb.edu/administration_finance/masterplan/index.html . Work on a final Master Plan document is nearly complete; we expect this document to be issued in January 2010. Also, the annual capital plan provided to the University of Massachusetts President’s Office is available at http://www.umb.edu/administration_finance/documents/CapitalPlanNarrative-FY09-13FINAL_8-22-2008.pdf .

Narrative

As mentioned in the Introduction, the special emphases sections of this report cover topics from most of the Commission's eleven standards for accreditation. In this narrative section we will discuss additional items in the standards.

Standard One – Mission and Purposes

The campus has held a remarkably consistent view of its mission and purpose over the three decades of its existence. The current vision and mission statements, which have been in use for many years, still include the elements that most members of the campus community would hold to be fundamental to UMass Boston's institutional identity.

For example, our vision statement speaks of offering *access to excellent* academic programs to a diverse student body; providing *public service*, especially through partnerships with community, governmental, and private organizations; fostering *innovative* research that creates new knowledge; promoting the *economic development* of communities in Massachusetts and beyond; and enriching the *quality of life* of many individuals and communities through our educational and cultural activities. Examples of the university's efforts in each of these areas abound.

Similarly, the mission statement continues to express the nature of our campus. It reads:

The University of Massachusetts Boston, one of five campuses of the University of Massachusetts, is nationally recognized as a model of excellence for urban universities. A comprehensive, doctoral-granting campus, we provide challenging teaching, distinguished research, and extensive service which particularly respond to the academic and economic needs of the state's urban areas and their diverse populations.

This mission is currently reflected in the chancellor's description of UMass Boston as "the student-centered, urban, public research university of the 21st century." The mission and goals were cited in the campus's current strategic plan, and are clearly reflected in the language and objectives of that plan.

As we begin a new strategic planning cycle in 2010, we will be reviewing our formal mission and vision statements to ascertain whether they continue to comprise everything we stand for and aspire to be. Certainly, we will update our description of the campus; UMass Boston is no longer properly described as a comprehensive, doctoral-granting campus, but by our Carnegie classification as a doctoral/research university. The details of our vision statement will be reviewed as well. Although it is unlikely that the basic elements will change, we may find that the specific examples used to elaborate each element may no longer be the most apt choices to help readers to understand the nature of our still young, growing, and changing university.

The relationship between the mission and goals and the planning process is bi-directional, i.e., the planning process will both influence and be influenced by our formal, public statements of mission and goals. In some ways, those statements may be seen as generic (what institution does not seek to be "excellent"?) However, the ways in which we seek to realize those goals reveal the distinctive nature of our university, with its steadfast appreciation of diversity; its focus on urban

issues, both local and global; its insistence on the primacy of students within our community; and its dedication to fine teaching. Given the continuing maturation of our research enterprise, the next strategic plan will undoubtedly seek to identify ways to support both faculty and student research, and many types of research methodologies.

Thus the mission and goal statements do that which living documents should do: provide direction, but also provoke questions; describe what we are, but also announce what we wish to become. The current statements have served us well, and have allowed us to stretch while maintaining a recognizable identity. We expect that the revised documents will do the same.

Standard 2 – Planning and Evaluation

In addition to the strategic planning activities and academic program reviews discussed in other sections of this report, the university engages in a broad range of planning and evaluation activities across the campus.

The vice chancellor for student affairs has a strategic planning and management program that includes external reviews of all the administrative units in the Division of Student Affairs, and accreditation by external professional associations where appropriate. For example, as part of this program, the Department of Public Safety is currently undergoing a comprehensive external review by the International Association of Campus Law Enforcement Administrators (IACLEA). The review is examining all aspects of departmental operations including but not limited to: *management, policies and procedures, complaint processing and internal discipline, training, equipment, parking enforcement, compliance with Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, emergency procedures and special events*. As a part of the review process, campus police and public safety administrators from other colleges and universities visited the campus and met with students, faculty and administrators. We look forward to their report with a goal of improving the health and safety of the university community. The Division is currently organizing the Office of Student Activities departmental review to be completed in spring 2010. The University Health Services (UHS) is accredited by the Accreditation Association of Ambulatory Health Care (AAAHHC) which is a private, not-for-profit association that accredits ambulatory health care organizations through their quality improvement processes of patient care. UHS recently received a successful 3-year reaccreditation which is effective from June 2009 to 2011. As another example of assessment in the Division of Student Affairs, the Every ONE Student Survey was established to assess student satisfaction, co-curricular learning, and student awareness of university resources. Results are reported in summary form, posted online, and are shared with university administrators, staff, faculty, and students for program improvement.

Based on an in-depth self-study and external review conducted in 2004 that evaluated career services and funding levels against benchmarks developed by the National Association of Colleges and Employers (NACE), the vice provost for academic support services implemented a centralized career services office with career specialists serving as liaisons to specific colleges. For FY 2010, Career Services received funding for two additional career specialists bringing the total to six professional staff in that office.

The Office of Institutional Research and Policy Studies (OIRP) continues to lead efforts to provide data for decision-making and program improvement to all units on campus. Campus leadership's interest in assessment and concern about developing a more systematic set of assessment activities to lead to improvements in process and service around the campus brought OIRP the opportunity to participate in two national surveys this year. One was the EDUCAUSE Center for Applied Research (ECAR) survey on student technology use done in collaboration with the Information Technology Services Division. One use of the information from this survey was to provide information on the mobile devices used by students in order to best configure the transfer student portal we are developing. OIRP also administered and analyzed data from the Chronicle of Higher Education "Best Places to Work" survey of faculty, professional staff, and administrators. This is the first such assessment of work and benefit policies at the University. These data just recently became available and are being discussed at the chancellor's executive leadership meetings.

Evaluation of graduate student data has become an increasing focus. OIRP worked with the dean of graduate studies to provide detailed data for each graduate program showing applications, admissions, and enrollment for the last 10 years. OIRP developed a new report analyzing the graduation rates of students in master's programs and will be focusing next year on similar information for doctoral program. The dean of graduate studies will use this information to help determine additional services we need to provide to enhance graduate student success. OIRP also continues to analyze undergraduate retention and graduation data to learn more about what influences successful completion and is working with the Colleges of Science and Mathematics and Liberal Arts in developing evaluation strategies for the colleges' student success initiatives.

Standard 3 – Organization and Governance

In our 2005 self-study we mentioned that we were preparing to review the Division of Corporate, Continuing, and Distance Education (CCDE). The provost charged a faculty committee to review the status of CCDE and its principal recommendation was to change CCDE into a degree-granting college, tentatively called "University College." Faculty Council subcommittees and other bodies have made recommendations on this proposal and open meetings have been held on it. The provost has asked the Faculty Council to collaborate with the Provost's Office to revise the original committee's proposal. If the University College is approved on campus it would be forwarded to the Board of Trustees in spring 2010. Upon trustees' approval, the college would be launched in the months following. (See below in "Plans" for a more detailed discussion.)

The organization of student governance has undergone a change in structure. The student senate created three separate branches as well as an executive cabinet. It is now the role of the student government association president to appoint members of his/her cabinet to serve on the various university committees including Faculty Council and the Master Planning Steering Committee. With this new coordinated effort, it is expected that students will have a greater impact on all relevant university committees. In addition, the Graduate Student Assembly is currently undergoing a revision of its constitution and by-laws with the hopes of creating more opportunities for the graduate student voice to be heard on campus.

Standard 4 – The Academic Program

Initiatives in the academic program have focused on graduate program development in areas of strength, promoting the internationalization of the campus, encouraging interdisciplinary work, and responding to workforce development needs. As mentioned in the strategic planning section of this report, one strategy that we've used to guide program planning and development has been to identify and build on our existing academic strengths. Recent and planned activities based on this strategy have focused primarily on the development of new doctoral programs. Both the PhD in Clinical Psychology and the MBA Program were identified in the strategic plan as poised to achieve national prominence. Both have done so. The Clinical Psychology program has achieved national prominence and was rated by Academic Analytics as one of the top ten clinical programs in the country based on faculty research productivity. With several researchers in the Psychology Department having expertise in developmental issues, we are now preparing a proposal for a PhD degree in Developmental and Brain Science. Similarly, the College of Management was featured in the Princeton Review Best Business Schools: 2010 Edition and its MBA program was ranked 58th in North America by QS Top MBA. We are now in the early stages of developing a proposal for a PhD in Management. In addition, our MA program in Applied Linguistics is highly regarded and draws students from elite colleges and universities across the country. Some of these students complete our MA program and then go on to enroll in top-ranked applied linguistics doctoral programs elsewhere. Given the strength of our faculty, the quality of the MA program, and the level of student demand, we have decided to begin planning a PhD program in Applied Linguistics. Issues that will need to be addressed as we continue our graduate program development is that both the number and level of graduate assistantships are below the level needed in order to compete for the top notch graduate students we desire. Also, seminar and laboratory space will continue to be a significant problem at least until the new Integrated Science Complex and general academic building are open in 2013.

In 2008, the provost established the Office of International and Transnational Affairs to promote efforts to increase the internationalization of the campus. The office will facilitate the efforts of the colleges, centers, and institutes as they develop academic programs and research programs with international foci; increase the availability of study abroad programs for both students and faculty; streamline administrative processes for international students; and collaborate with all members of the campus community in enriching the international elements of our teaching, research and service. A new BA program in Asian Studies also reflects this emphasis on international education and global citizenship.

Increasingly, the character of scholarly work on our campus is interdisciplinary. Much of the work done in our various research institutes, for example, is accomplished through the collaborative efforts of scholars from multiple departments. Because of the strategic plan's emphasis on interdisciplinary work, we have sought opportunities to develop academic programs that integrate the perspectives, methodologies, and knowledge of two or more disciplines.

Several examples follow, although it should be noted that some programs mentioned above are also interdisciplinary in nature, (e.g., the PhD in Developmental and Brain Science.)

Business leaders cite a pressing need for employees who have science and engineering skills, as well as knowledge of business principles. “Professional science master’s degrees” (PSMs) are focused on preparing highly skilled professionals for industries of the type that drive Greater Boston’s economy, such as health care and biotechnology. The course work required in those degree programs incorporates disciplinary skills and knowledge from management and the sciences. We currently offer two interdisciplinary PSMs and plan to develop more.

We have had inter-college discussions about what type of BA in Communications program would best suit our campus, and although the plans are still in the early stages, there is broad agreement that the program must be interdisciplinary in nature. At the very least, faculty with expertise in language, various media, and technology will be brought together to implement this program. A proposal is in the early stages of development.

Another interdisciplinary program that is still in the planning stages is a BA in Civic Engagement. UMass Boston has both depth and breadth of expertise in this area, as was recognized by the Carnegie Foundation when it included UMass Boston in its initial list of institutions under the classification “Curriculum Engagement & Outreach and Partnerships.” The Civic Engagement major holds the potential for bring together faculty from all colleges and departments.

Some existing programs were developed partly in response to student and/or employer demand for educational programs that prepare graduates for particular jobs upon graduation. For example, the Bachelor of Science in Information Technology program is offered jointly by the College of Management and the College of Science and Mathematics. (Note that this is also another example of an interdisciplinary program.) Students may focus on either systems administration, or information architecture, or both, depending upon career goals. The Master of Science in Information Technology program also prepares graduates to work in a variety of information technology positions in a rapidly globalizing economy. The program is designed to allow students to develop a solid understanding of the technical foundations and applications of information technology, and information technology management and strategy.

Changes in nursing practice have led some professional nursing organizations to call for a practice doctorate (as differentiated from the PhD, or research doctorate) to prepare nurses practitioners, clinical nurse specialist, nurse midwives, and nurse anesthetists to serve as highly qualified clinicians and clinical leaders. The Doctor of Nursing Practice degree program’s focus is on increasing the supply, diversity, and distribution of highly trained advanced practice nurses to meet emerging health care system needs. Graduates gain knowledge and competence in health systems leadership, health policy development, and interdisciplinary collaboration so that they may help to improve health care quality and increase access to health care for all populations.

The campus has also reviewed and edited its roster of academic programs, deleting or modifying programs as student demand and our available resources have necessitated. For instance, after considering enrollment patterns and faculty expertise, we decided to suspend undergraduate majors in German Studies and Russian Studies, and the program in the Study of Religion.

Continued scrutiny of programs will go on based on faculty expertise, student demand, and fidelity to our mission.

Standard 5 – Faculty

In the earlier revenue source special emphasis section of this report, we discussed the increasing faculty success in obtaining external sponsored project funding. The Office of University Advancement is working aggressively to raise money for establishing 10 endowed professorships in our high priority research clusters. The total amount of funding for internal grant programs will be increased to \$250,000 in FY10 for FY11. These new initiatives are expected to create great synergism across colleges and departments and with our external partners and to lead to increasing growth in external funding in the next 5-10 years. Faculty scholarship and creative activity of all sorts has grown, an example being the College of Liberal Arts faculty in the last tallied year publishing 14 books, 148 articles, and 50 creative productions. Another example is that the faculty in the Department of Counseling and School Psychology in the Graduate College of Education in the last year alone published 50 articles/book chapters and gave 60 presentations at state, national, or international professional conferences. To encourage and support faculty scholarship, the provost has hired for the campus a full-time editor of the University of Massachusetts Press to work with faculty on book development and publication.

With \$4.9 million from the Massachusetts Executive Office of Economic Development, the university established a Venture Development Center to develop intellectual capital through interdisciplinary and industry research collaborations that correspond with and advance the university's strategic research priorities and engage faculty and students in innovative partnerships with the business community in Greater Boston and the New England region. In conjunction with the Office of Commercial Ventures and Intellectual Property of the University of Massachusetts, the Venture Development Center also assists faculty, students, and staff in turning promising research concepts into practical business realities through a nurturing venture-development process.

As stated in our 2005 self-study, our faculty has accomplished remarkable scholarly productivity given a normal three course per semester teaching assignment. Objective four of our strategic plan states that we wish to implement “a consistent course-release policy that will eventually result in a typical teaching assignment of two courses per semester...” We have made progress in this area by providing a 2-2 teaching assignment to new tenure-track faculty. The provost's office continues to work with deans in the development of plans for providing 2-2 assignments to other groups of faculty members, and the provost has charged each dean to develop a plan for gradual implementation of 2-2 assignments consistent with the particular circumstances and needs of his or her college. This matter remains a top institutional priority as it is critical to our continuing growth as a research university.

Standard 6 – Students

In addition to the retention initiatives outlined in the special emphasis section on enrollment and retention, a number of student support initiatives have recently been introduced or enhanced. Academic Support Programs has completed the implementation of an on-line tutor registration system in mathematics to increase students' access to tutoring services and decrease the amount of time between requesting tutoring and being assigned a tutor. An on-line tutoring system is being piloted in biology and Spanish. In addition, in partnership with several National Science Foundation and National Institutes of Health grants, Academic Support Programs is implementing facilitated study groups as a supplement to gateway mathematics and science courses.

To improve services for students with disabilities, the Ross Center for Disability Services joined the Liberated Learning Consortium, an international consortium led by St. Mary's University in Canada and IMB aimed at using voice recognition and other technologies to provide students with access to course materials in multiple formats including providing real-time transcripts of lectures. The Ross Center was also selected to participate in Project Shift, a collaboration of twenty-five colleges and universities across the country that is moving from a medical model of disability and disability services to one of universal design and access.

Important progress has been made in increasing participation in internships, especially in management and the sciences, through the university's partnership with the Dana Farber Harvard Cancer Center and through the development of industry-based research internships at companies such as State Street Bank, Genzyme, Schlumberger-Doll Research Center, the Novartis Institutes for BioMedical Research, and the Broad Institute.

The College of Management has created the Management Achievement Program (MAP), a required co-curricular program designed to increase student success. MAP requires students to attend a number of workshops, speaker series, on-site visits to companies, and networking events designed to better prepare students for a successful transition to a career in management. Last year, a total of 1383 students enrolled in MAP and total attendance at 168 MAP events was 2919. Among the top attended MAP events were the Accounting and Finance career fair, a master class with the CEO of a major Boston financial institution, a workshop on business etiquette, and a forum on careers in high tech start-up companies. The college is currently assessing MAP and refining the program activities based on this information.

Two new areas of advancement within the Division of Student Affairs have been the Office of the Dean of Students (ODOS) and programs in the Office of Student Leadership and Community Engagement. The ODOS was established to provide a high level of attention to and support for the personal, academic and co-curricular development of students. The ODOS has advanced information available to students on resources, advocacy, policies, procedures and support services through the development of a comprehensive web site, blog, and use of social media to reach students both on and off campus. Additionally, the ODOS has developed an active campaign entitled, Every ONE Student Matters, geared toward connecting students to the campus, one of many initiatives to increase retention. The Office of Student Leadership and Community Engagement has started a comprehensive leadership development program called

LEAD which is a value-based model of leadership development that revolves around a core of service as the vehicle for social change.

The Office of the Dean of Students has partnered with the College of Math and Science in the newly-created Student Success Communities. Each first-year student in the learning community cohort is assigned a co-curricular advisor, who is a member of the Student Affairs staff, and this advisor provides assistance and support for the student on all areas of co-curricular student development.

Standard 7 – Library and Other Information Resources

A. Joseph P. Healey Library

Over the last five years, the university's Joseph P. Healey Library has continued its traditional role and operations while implementing new services in response to technological advances and the university's growing enrollment and engagement in research. Keeping pace in future years will present challenges, but we will continue to provide a high level of services for our students and faculty.

Major Activities, 2005-2009

As anticipated in the 2005 self-study, the library has invited and experienced significant increases in the use of its website, which offers around-the-clock access to an array of functions. Its building is increasingly used for studying and collaborative learning, and it has considerably extended its outreach to student and faculty researchers. To expand electronic resources, the library (among other examples) has:

- developed over 1,400 course-specific wiki pages, which receive over 250,000 hits per year;
- joined the Fenway Libraries Online consortium of ten local institutional libraries;
- joined other Boston Library Consortium members to license WorldCat Local, which will provide seamless access to collections in the area and nationwide, with an option to request interlibrary loans with ease; and
- offered nine collections of primary materials through its digital collections website, www.lib.umb.edu/archives.

A four-month sample of website activity early in 2009 shows 12.8 million hits, 3.8 million page views, 200GB of data transferred, and 143,360 unique visitors, from 146 different countries, 70% of whom were returning visitors. During the past academic year, more than 750,000 scholarly articles were retrieved for UMass Boston faculty and students.

A sample of data for 2009 illustrates the range and volume of activity in the library itself:

- Staff members answered nearly 6,000 questions, handled over 63,000 transactions, issued over 21,000 semester stickers to returning students, and checked out over 53,250 films, books and reserve items.
- The MS Office consultant met with 217 students, faculty, and staff to resolve MS Office application problems.

- Librarians delivered 265 library instruction sessions, serving nearly 5,000 students; this in addition to twice weekly drop-in library workshops.
- over half of the university's general education classes came to the library for research workshops.

The library has continued to make improvements in its facilities. Working with the Information Technology Services Division, the library rededicated an area of its building and created an information/learning commons, enhancing computer lab space and bring together librarians and IT support staff under one service umbrella. And the library has refurbished a floor, adding group study cubicles and tables that contributed significantly higher attendance. To expand its outreach and understanding of campus needs, the library has also extended its working relationships with other units on campus. Among the efforts stemming from these relationships is a one-stop [faculty liaison page](http://www.lib.umb.edu/facultyliaisons) (www.lib.umb.edu/facultyliaisons) linking faculty with support staff in IT, the library, and the Career Services Office.

Since 2006, the library has enjoyed funding increases to fulfill its research mission. In 2009 and 2010, the library's budget reductions were slightly less than those required of other units on campus. The increases have responded to the prevailing inflation rate in library materials, which is higher than other inflationary increases.

The Upcoming Years

In 2010 and beyond, the library will continue to pursue the goals listed in its strategic plan (available at www.lib.umb.edu/files/uploads/files/HLInterimStrategicPlan2010-2013.pdf). The current and anticipated goals—and the challenges of meeting them during the next five years—lie in five areas: outreach and marketing; building collection strength, staffing programs adequately, enhancing facilities, and increasing funding support.

Not least because its customer base changes frequently with new faculty hires and influxes of new students, the library expects to further develop its outreach and marketing efforts to help staff and constituents take full advantage of both its own resources and the almost-exponentially growing resources outside its walls.

The current strategic plan speaks of the desirability of stronger library collections to meet the campus's multiple research initiatives. New faculty, hired from notable universities, have distinctive expectations that the library can only fulfill to some extent. Student expectations are also a concern. While the first two LibQual surveys showed that undergraduates were pleased with library resources, the 2007 survey showed a decline in satisfaction. Enrollment growth and growing competition for limited resources may explain this, though further study is needed. It may be necessary to review current, budget-constrained acquisition policies, which could well affect students' academic success and retention. In past surveys, both graduate students and faculty have expressed concern about the adequacy of the collections. Appropriate expenditures can be very high, especially in the sciences. To help the collections grow at a rate more consistent with aspirations, the library will work with its constituents to identify needed resources and increase funding for them. The library also hopes to add staff to reach levels closer

to those at UMass Boston's sister campuses and peers; this will assist in increasing access and facilitating success.

All surveys have suggested that library customers have strong though disparate opinions about the current facilities. Most agree that there is not enough quick and reliable access to computers, including printing, in the building or elsewhere on campus. The surveys also suggest the need for different types of seating. Reviewing use patterns and investigating needs further may result, as at many other institutions involved in renovations or construction, in an increase of computers in the library. Google-like searching capabilities are a growing expectation among information seekers, and the library will take this into account when replacing its Voyager Integrated Library System, which is soon to be discontinued.

Improvement in library services and new roles for the library are at the top of the provost's strategic thinking. The library will continue to explore new ways of doing business. For example, it has negotiated with vendors to secure lower costs and used its partnership with the Boston Library Consortium and other networks to pursue discounts in IP licensing. It continues to review its staffing model and to consider new models of access to licensed information resources, such as coupling bibliographic databases with pay-per-view of e-journal articles and e-books as a substitute for full text access. Efforts to obtain external funding have enjoyed some success over the past five years. To expand its funding base, the library will continue to work with the provost and the vice chancellor for university advancement to pursue funding for specific areas of interest and relevance to the campus. Such a long-term effort should yield benefits in years to come.

B. Information Technology Services Division (ITSD)

Since 2005 ITSD has made significant progress in improving the infrastructure and technology support services offered to UMass Boston community.

Infrastructure: Data Center

The ITSD data center is the central computing data center for the Boston campus. The 3600 SF facility houses approximately 175 critical servers that provide email, file storage, applications, research clusters, authentication and directory services, and campus web offerings, as well as critical network electronic hardware for the campus and beyond that connects it to the Massachusetts information turnpike initiative network (MITI). In 2006-2007, the data center underwent a complete renovation to correct many deficiencies that affected its reliability and future growth. The deficiencies included lack of generator backup power, lack of fire suppression, an unsafe raised flooring system, poor grounding, leaks, end-of-life cooling equipment and power distribution, and lack of security. The renovation replaced all of the antiquated facilities and infrastructure and also commissioned all equipment, processes and systems. The deficient systems were replaced with:

- a 200-kilowatt backup generator for all critical electronic systems;
- a 400-kilowatt backup generator for cooling equipment;
- two APC 80-kilowatt uninterruptible power sources with remote monitoring capabilities;

- monitored split-system air handlers totaling 150 tons for 3,600 square feet of space;
- an in-row ductwork system to provide hot aisle/cold aisle cooling;
- a bolted-stringer heavy-duty raised flooring system;
- a dedicated grounding electrode system;
- a gaseous fire suppression system; and
- a data center security system

The data center also now includes substantial co-location space for research and departmental servers.

Infrastructure: Network

In 2007-2008, ITSD completed a rewiring and network upgrade project for the university. The new routed DHCP network provides faster automatic recovery from any equipment failures and also makes the network more reliable, since any failure in one part will no longer affect the performance of other parts. It also allows each PC within the network to be automatically be assigned an IP address when it boots up, and it insures better throughput for critical business applications. In 2009, ITSD implemented a Virtual Private Network (VPN) to provide secure access to campus resources from off-campus locations. ITSD has also completed a plan for wireless access throughout all campus buildings; the enhancements should be completed in spring 2010.

Infrastructure: Applications

In 2006, the University of Massachusetts implemented the Blackboard Learning Management System to support online and blended classes. In 2008, Blackboard was upgraded to Version 8. In fall 2009, more than 750 courses and 11,000 students were using the system. Since 2006, all three PeopleSoft ERP applications—finance, HR, and student—have been upgraded for enhanced functionality. In 2008, ITSD added the Xythos file sharing and collaboration application for use at UMass Boston. By fall 2009, there were more than 750 Xythos users. ITSD has also added X-25 space planning and space modeling software to improve the use of university space and assist in the execution of the Master Plan. In fall 2009, the university began a major re-architecture and redesign of the UMass Boston web presence, including the implementation of a content management system to improve ease of maintenance for departmental web sites.

Infrastructure: Instructional Facilities

By the start of the 2008-2009 academic year, all but the smallest classrooms on campus had at least basic technology installed. Enhanced facilities include 84 “Tech-1” classrooms and eight “Tech-2” classrooms. ITSD has also added or upgraded technology in a number of major meeting spaces, and managed AV installations for the College of Nursing and Health Sciences, the Venture Development Center, and the Athletics Department.

In 2009, ITSD collaborated with UMass Amherst, UMass Dartmouth, and UMass Lowell to explore the development of a shared virtual computing lab that would provide enhanced access to software and decreased dependence on physical computing labs.

Services: Service Center/Desktop Support

In 2008, ITSD moved its Help Desk to the Healey Library and renamed it the Service Desk. With the implementation of a central ticketing system, ITSD is moving all service requests to the central service desk to improve reporting and provide a higher level of customer service.

Services: Instructional Support

ITSD has collaborated with the Healey Library to develop a faculty liaison program for each college in the university. A librarian, an instructional designer, and a technical support person are assigned to work with faculty in each college, providing more coherent and consistent support for instruction. ITSD has also remodeled space in the Healey Library and located the instructional design team in that space to provide convenient access for faculty to media and instructional support services (see above).

ITSD has established a number of new tools for instructional use including the Open Courseware project, a UMass Boston instance of iTunes U, a UMass Boston channel on YouTube, and wiki and blog services for faculty use. And after establishing a Training Council in 2007, ITSD launched a training portal application the following year to provide a one-stop location for all technology-related training, and online sign-up and evaluation of training classes.

Services: Security

In 2008, ITSD coordinated the creation of an Information Security Council with representation from academic and business units across the university. In 2009 a security officer was hired to oversee the development of information security procedures. Together the Information Security Council and the security officer are developing guidelines for desktop, laptop, and server security, as well as procedures for complying with federal, state, and local security regulations.

Standard Eight: Physical and Technological Resources

Progress in these areas is recounted in the special emphasis section on facilities. Please see the Data First forms for details and supporting materials.

Standard Nine: Financial Resources

In the special emphasis section on revenue resources we discussed a number of improvements in our financial position during the past five fiscal years, focusing on substantial increases in our resources. In the special emphasis section on strategic plan we also discussed how the strategic plan guided our decisions about cost reductions. Here we will focus on the ways in which we control expenditures, giving particular attention to steps we have taken in response to the pressures of the current recession.

UMass Boston's financial stability in FY 2006 through FY 2009 is explained not only by revenue growth but also by expense control. As the table below shows, while revenue grew an average of 4.8% per year, expenses increased at a somewhat slower annual rate of 4.1%. Three areas experienced double-digit annual growth rates: scholarships/fellowships (19.9%), interest expense (13.9%), and utilities (12.7%). While these three expense categories experienced the most dramatic growth, personnel expenses, which account for more than 60% of UMass Boston's annual expenses, increased by an annual average rate of only 3.0%.

OPERATING EXPENDITURES BY NATURAL CLASSIFICATION, FY 2006-2009 (000's)					
	2006	2007	2008	2009	Avg. Annual % Change
Salaries and wages	\$125,486	\$128,108	\$132,577	\$138,386	3.3%
Employee fringe benefits	\$29,266	\$33,412	\$43,109	\$29,868	4.2%
Scholarships/fellowships	\$5,440	\$6,287	\$7,559	\$9,371	19.9%
Utilities	\$5,489	\$6,019	\$7,371	\$7,822	12.7%
Supplies & services	\$47,868	\$51,036	\$55,499	\$57,582	6.4%
Depreciation	\$18,120	\$24,053	\$15,707	\$16,460	0.9%
Subtotal before interest	\$231,669	\$248,915	\$261,822	\$259,489	3.9%
Interest expense	\$4,964	\$4,529	\$4,511	\$6,810	13.9%
Total expenses	\$236,633	\$253,444	\$266,333	\$266,299	4.1%
Salaries, wages, supplies and services only	\$173,354	\$179,144	\$188,076	\$195,968	4.2%
Revenues	\$235,463	\$256,560	\$274,663	\$270,388	4.8%
Operating income	-\$1,170	\$3,116	\$8,330	\$4,089	

Response to FY2010 Cutbacks

The university started fiscal year 2010 with a state appropriation of \$71.8 million, which represented a reduction of \$12.8 million (15.2%) from its FY 2009 initial allocation. In addition, the state eliminated three separate, smaller "special" appropriations totaling \$867,871 in FY 2010, but mandated that the university continue to provide funding for the associated programming, bringing the total reduction to \$13.7 million, or 16.0%. Since all of the state appropriation has been used for benefited salaried positions and the state has paid for fringe benefits funded by the appropriation, a shifting of \$13.7 million of salaries to other funds will force the university to absorb \$3.6 million of fringe expenses, bringing the effective amount of the cut to \$17.3 million.

To mitigate the impact of the cut on academic programs and other basic activities and services, the system's Board of Trustees increased student fees by \$750 (16.5%) per semester. However, when the governor and legislature finalized the Commonwealth's FY 2010 budget, they were able to allocate American Recovery and Reinvestment Act of 2009 (ARRA) "stimulus" monies to the system, including \$20 million for UMass Boston. Consequently, the UMass campuses, including UMass Boston, were able to rebate \$550 of the \$750 increase, thereby once again holding the rate of increase for tuition and fees to no more than the rate of inflation; and to avoid draconian expense reductions.

In October 2009, the governor announced that continued shortfalls in tax receipts made it necessary for him to close an anticipated \$600 million FY 2010 shortfall. In mid-November, UMass Boston's appropriation was reduced by an additional \$5.5 million reduction, but an equivalent amount of additional ARRA monies was committed in return. The additional \$5.5 million cut brings the total reduction in state funding vis-à-vis FY 2009 to \$19.2 million, or \$24.3 million with the cost of fringe benefits. This loss will be offset in FY 2010 by \$25.6 million of ARRA monies.

ARRA monies and increased revenue from student fees have enabled the university to continue moving toward meeting the objectives of the strategic plan. For example, the FY 2010 budget:

- provides resources to support anticipated enrollment growth, including 20 new tenure-system faculty lines and continued support for non-tenure-track faculty;
- intensifies support for research through targeted hires to strengthen research clusters across colleges and departments, including increased funding for faculty start-ups and the internal grants program;
- provides resources for key new non-faculty positions;
- enables filling some critical vacant positions previously put on hold;
- expands base funding for debt service in support of the Facilities Master Plan;
- funds a new Safety Preparedness Office and accomplish facilities preventive maintenance; and
- funds the recommendations of the Growth Committee Task Force, which identified key units on campus requiring additional resources to adequately support continued enrollment growth.

In addition to funding new strategic initiatives or positions, the FY 2010 budget process also anticipated additional cuts to the state appropriation and set aside \$6 million of incremental FY 2010 revenues as a reserve against those cuts. While a \$5.5 million cut has come to pass, the substitution of \$5.5 million of ARRA monies reduces the impact of the cut to the cost of fringe benefits, or approximately \$1.6 million, leaving \$4.4 million reserve in place to support FY 2011.

Because of the ARRA funds, increased revenue from other sources, and careful management of expenses, the university expects to realize a positive operating margin and increase in net assets in FY 2010. We believe that the FY 2010 budget process demonstrates our ability to make target reductions while maintaining the quality and diversity of our academic offerings and continuing to adhere to our strategic plan.

Standard Ten - Public Disclosure

In recent years, the university's work in public disclosure has developed along lines anticipated in the 2005 self-study report. The most striking changes spring from an increased emphasis on telling the UMass Boston story more effectively to the outside world. An active branding program, intensified media-relations efforts, and a major website overhaul project reflect this emphasis. Other major changes include increased reliance on electronic media (vs. print), and increased communication with prospective students. The following update takes note of these and other significant differences between the current situation and the situation we described in 2005.

Our effort to improve the coordination of published information has taken form slowly but is now hitting its stride. In summer 2005, a newly appointed chancellor came to the university with a strong interest in strengthening UMass Boston's market position. This interest was shared and has been maintained by our current chancellor, who in 2005 became the UMass system's vice president for business, marketing, and public affairs, and in 2007 became chancellor at UMass Boston himself. The result was a period of market research, an extensive review of UMass Boston's marketing and communications practices, and recommendations that included creating the branding program and improving the website.

The university's 2007 strategic plan complemented these recommendations by mandating the creation of "a government and community relations office to support high-level research and communication, and identify and promote signature examples of campus-community engagement." This office, the Office of Government Relations and Public Affairs, now houses a marketing and communications staff whose effectiveness has markedly grown.

The new branding program is represented by a brand manual, launched in November 2008 and supplemented by a website, www.umb.edu/branding, from which it can be downloaded. The manual spells out "key messages" to be stressed in university communications and includes specific visual and editorial guidelines. Its influence has already been felt in thorough makeovers of major publications, print advertising, and campus signage. The branding effort is being extended through the work of a brand review committee and such activities as a faculty-staff survey and additional information sessions.

The university's enhanced media-relations efforts include establishing a campus-wide communications committee, adding social media tools to the university home page, arranging TV connectivity for live broadcasts from the UMass Boston campus (including a weekly "Affairs of State" segment on New England Cable News), and media placements leading to more than \$2.3 million in ad-equivalent coverage in AY 2008-9. For current news of and from the university, see "UMass Boston in the News" and "News & Events" at www.umb.edu.

The main UMass Boston website now averages 33,500 hits per day, up from the 26,000 we previously reported. Since 2005 we have steadily expanded the website and made it more attractive, but the improvements have been limited by lack of resources and an uneven history. Now we can expect substantial gains in both policy and performance. An outside vendor has recently been engaged to assist us in completely re-doing our website architecture, devising new

templates, installing a new content management system, eliminating outdated material, and strengthening content. Underway at this point is a discovery process, soon to be followed by recommendations on strategy. We expect much of the overhaul work to be done in calendar 2010.

We also expect the branding and web overhaul efforts to generate refined processes and oversight mechanisms that will help us increase accuracy and reduce inconsistencies in all UMass Boston communications, not least those involving information about academic offerings and requirements. (We now address technological and security issues through regular exchanges between our CIO and our Faculty Council's Academic Technology Committee, and through an Information Security Council with representation from all business and academic units.)

Improvements in our website will be particularly welcome because we clearly need to reduce printing costs and to take full advantage of the electronic media through which so many of our constituents expect to connect with us. We have already (for example) replaced the print-based campus newsletter, *The University Reporter*, with an online equivalent, *The Point*. We no longer issue a printed *Student Handbook*; equivalent information appears in our Division of Student Affairs website. We have reduced distribution of the printed *Schedule of Courses* and may soon rely entirely on our web-based "WISER" system to inform students about each semester's schedule and guide their registration for courses. We are also printing fewer issues of *UMass Boston* magazine, although we have returned to printing a viewbook for undergraduate recruitment, in place of the CD-ROM we described in 2005. We expect to print our undergraduate and graduate catalogs indefinitely in relatively small quantities; we also now make them available in "Nxtbook" format at www.umb.edu/admissions/catalog.html.

Our rising enrollment reflects rising interest from prospective students and their families. For example, in fall 2009, we received 15,187 applications for undergraduate and graduate degree programs, up from 9,380 in fall 2004. This in itself means a far greater volume of communication with prospective students, since each application generates much correspondence (now through both email and snail mail). We have increased the number of information sessions we offer, and added an annual Graduate Studies Showcase to our annual Open House and Welcome Day. We are also developing a web portal for transfer students, which is currently in test mode.

In future years we anticipate growing media coverage, particularly of our research and service projects; stepped-up work in student recruitment and development communications (not least in relation to an upcoming capital campaign); increasing use of social media; and continuing efforts toward greater coherence, consistency, and focus in all our communication projects.

Standard 11 – Integrity

The university continues to promote non-discrimination in education and employment, and to retain and promote staff and faculty diversity. As presented in our 2008-2009 affirmative action plan, our workforce is 56% female and 27% people of color, increases of 5.3% and 7.6%, respectively, over the last six years. The aggregate data on applicants for staff positions suggests

that our recruitment efforts attract diverse pools of qualified applicants. For example, during the period July 14 through December 31, 2008, 67% of all applicants who reported their gender were women. In addition, during that same period, 35% of all applicants who reported race/ethnicity identified their race/ethnicity as non-white. These statistics document our continuing outreach and success in developing a faculty and staff profile consistent with the diversity of our student population.

In 2008 and again in 2009, we held training sessions for academic department chairs on matters ranging from legal responsibilities in discrimination and sexual harassment claims and Fair Labor Standards Act issues (i.e. payment of overtime to non-exempt staff) to effective performance appraisals and mentoring. The Provost's Office and Human Resources will continue these sessions as part of our staff and faculty professional development efforts.

Based on recommendations from our 2005 accreditation review, we developed an online faculty handbook. That handbook is now regularly updated and provides a comprehensive range of information for new and continuing faculty regarding personnel policies, faculty governance, workload and faculty responsibilities, research policies and resources, and selected other academic policies, procedures, and guidelines. Also, we continually update our on-line employee handbook with the most recent policies, and issue periodic policy and guidance memoranda to inform supervisors of current issues and requirements.

The Office of the Dean of Students has conducted a review of the Code of Student Conduct and is finalizing a new Code which will allow for more university community involvement in disciplinary decisions and sanctions. The new Code will also more clearly outline code violations, the range of sanctions, and procedures. Academic Affairs is working with Student Affairs on new structures and processes for dealing with issues of academic dishonesty. The current code and appeal process assures fair treatment to all parties involved in dishonesty allegations, but has been somewhat cumbersome given the time-sensitive nature of most of these cases. There also needs to be broader dissemination on campus of the rules and standards of academic honesty beyond the work that individual faculty members do in teaching students the norms of academic discourse.

Plans

Purchase of Bayside Exposition Center Property

While this report was in its final stage of completion, the chancellor made a major announcement regarding the purchase by the university of the nearby Bayside Exposition Center property. He announced that the university entered into a preliminary agreement with the owners of the 20-acre Bayside site on a letter of intent, which will allow us to move forward with negotiations toward a purchase and sale agreement, and a subsequent due-diligence period. Our hope is to complete the purchase in the first quarter of 2010.

The university's acquisition of the site would help meet our space needs over the next several years as we begin to develop new campus facilities and renovate outdated existing facilities. As we discussed earlier in this report, in 2010 we anticipate starting construction on three new facilities: an Integrated Sciences Complex, a general academic building, and the Edward M. Kennedy Institute for the United States Senate. With our current facilities and parking already strained to capacity, the Bayside site will provide space to replace parking eliminated during the construction process and to house relocated offices and classrooms during renovations to existing buildings. In addition to addressing these immediate needs, our purchase would initiate a university-led planning process to create a vision for redeveloping the site to support the university's mission and objectives and enhance our neighborhood. The university will work with the City of Boston, the Commonwealth, the University of Massachusetts President's Office, Columbia Point neighbors, and the surrounding communities to develop a plan that realizes the potential of the site, stimulates economic activity, creates jobs, and brings greater activity and opportunity to Columbia Point and the region.

Since the Bayside would be purchased using bond funding, it would have little impact on student tuition or fees. In fact, the more than 1,500 existing parking spaces at the Bayside would delay the need to build parking structures on campus and, therefore, delay the need to raise parking fees. If the university is successful in purchasing the property, we will work with the City of Boston and the mayor's office to compensate for the property's removal from the city's tax rolls.

University College

As the Commonwealth of Massachusetts's urban, public research university, UMass Boston has a multi-faceted mission. The campus is expected to create new knowledge through its research initiatives, as well as to help the Commonwealth to develop a highly skilled workforce and to offer a rich menu of continuing/adult education opportunities. Both tasks are important and both fulfill a major aspect of the university's mission. However, the current organization of its academic units does not allow UMass Boston to attend to both academic tasks optimally. The provost has developed a proposal to restructure the Division of Corporate, Continuing, and Distance Education to allow it to offer a broader range of programs and degrees, thereby

enabling UMass Boston to concentrate on both the research and the adult education/workforce development components of its mission in a structured, effective, and academically sound manner. The proposal calls for the campus to seek approval to establish a school of professional and continuing studies, tentatively to be called University College, which will:

- Flexibly serve the lifelong learning needs of particular groups of adult learners.
- Respond quickly to demands for new degree and certificate programs.
- Help provide a rich and coordinated set of educational opportunities related to international matters.
- Secure additional revenue to support important campus initiatives.

Drafts of the proposal have been shared with the Faculty Council and its Academic Affairs, Graduate Studies, and Budget and Long-Range Planning Committees. As well, the proposal has been reviewed by the Faculty Staff Union. Comments from these groups and from individual faculty members and administrators have been considered. Many of their suggestions have been incorporated into the current draft, which will be forwarded to the Faculty Council for a vote during this academic year.

Appendix: Student Success “E-Series” Forms

Option E1: Part b. Inventory of Specialized and Program Accreditation

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
The Association to Advance Collegiate Schools of Business (AACSB) for the College of Management	2001	All issues for continuing accreditation were resolved prior to accreditation in 2001	Specific Learning Outcomes for the Undergraduate and Graduate Degree Programs	September 2010 Maintenance of Accreditation 10 th Year Review during AY 2010-2011
Accreditation Board for Engineering and Technology (ABET) for the B.S. in Computer Science	2005	A concern for the oral communication skills of the students was addressed by the program by including oral presentations in two core courses.	Documented, measurable learning outcomes.	2010 Continuing Accreditation
Commission on Collegiate Nursing Education (CCNE) for B.S. and M.S. programs in Nursing	2002	Processes for collecting student, alumni and employer satisfaction and demonstrated achievements of graduates.	NCLEX-RN pass rates	2011 Continuing
The Teacher Education Accreditation Council (TEAC) for Teacher Education Programs	Current Candidate	n/a	n/a	2011 New Candidacy
American Psychological Association (APA) for the Ph.D. in Clinical Psychology	2007	Coverage of psychological measurement (psychometrics) ; implementation of the competency evaluation instrument of the ADPTC (addressed in 2008 Annual Report)	Internship performance reviews; employment of graduates	2014 Continuing
Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) for the M.S. in Family Therapy	2009	Tracking of alumni and their post-graduate accomplishments; use of course evaluation data for program improvement	National exam pass rates	2015 Continuing

Council on Rehabilitation Education (CORE) for M.S. in Rehabilitation Counseling	2006	Meet ratio of FTE students to FTE faculty of 10:1 (Condition met and confirmed by CORE in 2007)	Clinical experience assessments	2014 Continuing
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*Record results of key performance indicators in form S3.

Option E2. Voluntary System of Accountability Plus Program Review

- I. Institutions selecting this option should include copies of the most recent institutional template under VSA and up to two prior templates. The templates will be available from NASULGC and AACSB. If the institution has not completed the template, include information or plans on: a) measures of the student experience on campus; b) measures of student learning outcomes; c) detailed student success tables; and d) “undergraduate success and progress” table.

Please see the discussion of student learning outcome assessment in the special emphasis section of the report.

- II. Complete the information on program review, below.

All of the program review information listed below comes from our Academic Quality Assessment and Development (AQUAD) reviews. They are on a seven-year cycle, and mandate a mix of internal and external reviewers with the chair of the review team being external. Annual Reports of all AQUAD cycles are prepared for the University of Massachusetts’ President’s Office.

Category	(1) What is the date of the most recent program review?	(2) How is an “external perspective” incorporated into the review?	(3) How are the results of the program review considered?	(4) What major changes have been made as a result of the most recent program review?	(5) What is the date of the next program review?
List each degree program: 1. Performing Arts	2009	The chair plus another member of the 4-5 person review team is external.	Provost meets with dean and department chair to determine actions to be taken based on the review.	Revision of music curriculum; minor in dance continued; performing space needs set as priority	2016
2. Hispanic Studies	2009	“	“	Develop strength in Brazilian studies	2016
3. Human Services	2009	“	“	Currently under discussion	TBD
4. Classics	2008	“	“	Develop strength in oral Latin; confirm faculty work load agreement	2015
5. Modern Languages	2008	“	“	Develop area studies and cross college programs	2015

6. Philosophy	2007	“	“	Hiring plan to include phased retirement of lecturers by tenure track faculty	2014
7. Psychology	2007	“	“	Proceed with Ph.D. in Developmental Psychology	2014
8. Computer Science	2007	“	“	Tie infrastructure requests to student learning outcomes	2014
9. Sociology	2006	“	“	Increase external grant activity	2013
10. Biology	2006	“	“	Increase graduate student assistantships, and formal mentoring; new mechanisms to measure program success	2013
11. Gerontology	2006	“	“	Increase assistantship support; increase faculty and student diversity	2013
12. Ph.D. in Nursing	2005	“	“	Increase number of core faculty; reduce curricular redundancy	2012
13. American Studies	2005	“	“	Increase faculty ties with other departments	2012
14. Anthropology	2005	“	“	Develop M.A. in Historical Archaeology	2012
15. History	2005	“	“	Hire external chair; revise undergraduate curriculum	2012
16. Political Science	2005	“	“	New faculty hires aligned with other colleges' needs; build urban politics and international relations emphases.	2012
17. Engineering	2005	“	“	Propose a four-year engineering program with a focus on electrical engineering	2012
18. Art	2004	“	“	Consolidate department spaces	2011
19. Applied Linguistics	2004	“	“	Provide more resources to enhance faculty	2011

				research	
20. English	2004	“	“	Hire more senior faculty; increase senior faculty teaching of first year and general education courses	2011
21. Physics	2004	“	“	Improve division of labor between senior and junior faculty	2011
22. Mathematics	2004	“	“	Rebuild full-time faculty over next five years; develop quantitative reasoning program	2011
23. Exercise Science	2004	“	“	Discontinue the physical education major; hire faculty in areas of obesity research and health disparities	2011
24. Africana Studies	2003	“	“	Double the number of majors in 5 years	2010
25. Economics	2003	“	“	Provide more research support to junior faculty	2010
26. Women’s Studies	2003	“	“	Hire new tenure track faculty	2011
27. Environmental, Earth, and Oceanographic Studies	2003	“	“	Integrate three programs into one new, renamed department	2010
28. College of Public and Community Service B.A. program	2003	“	“	Rebuild enrollment, and connections with the rest of the campus	In process
29. Dispute Resolution	2003	“	“	Increase applicant pool	2011
30. Critical and Creative Thinking	2003	“	“	Explore external funding opportunities	2011
31. Higher Education Administration EdD	2003	“	“	Increase number of non-department faculty on dissertation committees	2011
32. Women in Politics and Government	2003	“	“	Modify governance structure	2011

Appendix: Student Success “S-Series” Forms

Form S1. RETENTION AND GRADUATION RATES						
Student Success Measures/ Prior Performance and Goals		2 Years Prior	1 Year Prior	Most Recent Year	Goal Next Year	Goal 2 Years Forward
IPEDS Retention Data*						
Associate degree students		-	-	-	-	-
Bachelors degree students		70.3%	74.7%	74.8%	76.5%	78.0%
IPEDS Graduation Data*						
Associate degree students		-	-	-	-	-
Bachelors degree students		35.6%	32.1%	33.2%	36.0%	36.5%
Other Undergraduate Retention Rates (1)						
a	Transfers with less than 30 credits	70.2%	68.8%	72.6%	73.0%	74.0%
b	Transfers with 30 or more credits	72.6%	71.8%	74.4%	75.0%	76.0%
c	All Transfers	71.6%	70.8%	73.2%	74.0%	75.0%
Other Undergraduate Graduation Rates (2)						
a	Transfers with more than 0 and less than 30 credits	34.6%	34.7%	37.6%	39.0%	40.0%
b	Transfers with 30 or more credits	50.1%	52.9%	51.0%	52.0%	53.0%
c	All Transfers	42.6%	44.6%	45.4%	47.0%	48.0%
Graduate programs *						
Masters Retention rates first-to-second year (3)		81.5%	83.5%	87.5%	88.0%	89.0%
Masters Graduation rates @ 150% time (4)		66.5%	61.2%	66.6%	68.0%	69.0%
Doctoral Retention rates first-to-second year (3)		91.2%	88.2%	85.7%	88.0%	90.0%
Doctoral Graduation rates @ 150% time (4)		43.3%	44.4%	45.7%	46.0%	47.0%
Distance Education						
Course completion rates (5)		n/a				
Retention rates (6)		n/a				
Graduation rates (7)		n/a				
Definition and Methodology Explanations						
*	The most recent IPEDS retention year is the 2007 cohort. The most recent IPEDS graduation year is the 2002 cohort					
1	We have a large proportion of students who enter as transfers. All groups include full and part-time students.					
2	We have a fairly high proportion of transfers at the freshmen level and transfers with an unknown number of credits. Given that, we selected 5 years as an approximation of 150%. The most recent year is the 2003 cohort.					
3	We decided to break out our Master's and Doctoral programs for reporting purposes. The most recent year for retention for each is the 2007 cohort.					
4	We have a substantial proportion of both Master's and Doctoral programs that are designed for working practitioners who are expected to attend part-time while working. Therefore, our Dean of Graduate Studies has selected 4 years as the 150% time for Master's students and 8 years as the 150% time for Doctoral students. The most recent year for Master's graduation reporting is the 2004 cohort. The most recent year for Doctoral graduation reporting is the 2000 cohort.					
5	We do not separate the retention and graduation rates of our distance education programs from those of the other programs on campus.					

Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS					
Measures of Student Achievement and Success/ Institutional Performance and Goals		2 Years Prior	1 Year Prior	Most Recent Year	Goal for the Future
Success of Students Pursuing Higher Degree					
1	n/a				
2					
3					
4					
5					
Definition and methodology explanations					
Rates at Which Graduates Pursue Mission Related Paths (e.g., Peace Corps, Public Service Law)					
1	n/a				
2					
3					
4					
Definition and methodology explanations					
Rates at Which Students Are Successful in Fields for Which They Were Not Explicitly Prepared					
1	n/a				
2					
3					
4					
Definition and methodology explanations					
Documented Success of Graduates Achieving Other Mission-Explicit Achievement (e.g., Leadership, Spiritual Formation)					
1	n/a				
2					
3					
Definition and methodology explanations					
Other (Specify Below)					
1					
2					
Definition and methodology explanations					

Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES

		2 Years Prior	1 Year Prior	Most Recent Year	Goal Next Year	Goal 2 Years Forward
State Licensure Passage Rates *						
1	MTEL a.	97%	99%	(169/169)100%	100%	100%
2						
3						
4						
5						
National Licensure Passage Rates *						
1	NCLEX-RN b.	(110/131)84%	(96/120)80%	(130/114)88%	92%	94%
2	COAFMTE c.	n/a	(3/3) 100%	(6/6)100%	100%	100%
3						
4						
5						
Job Placement Rates **						
1						
2						
3						
4						
5						
6						
7						
8						
<p>* For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total number of students eligible to take the examination (e.g. National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.</p> <p>** For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institution is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.</p>						
Institutional Notes of Explanation						
a	Massachusetts Tests for Educator Licensure					
b	The National Council Licensure Examination for Registered Nurses					
c	Commission on Accreditation for Marriage and Family Therapy Education					