

COLLEGE OF LIBERAL ARTS
ANNUAL REPORT
ACADEMIC YEAR 2009-2010
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Introduction

2009-2010 was a challenging year for the College of Liberal Arts. We have made progress on a number of strategic objectives, hired outstanding new faculty, forwarded eight successful tenure cases and two promotion cases and conducted ten fourth year reviews and four reviews of promotion to senior lecturer. We began establishing departmentally-based student outcomes assessment with the three departments that went through AQUAD this year. We moved forward on several new graduate and undergraduate programs. The degree to which our progress will be sustainable, however, is questionable unless the University can balance new initiatives with structural deficits (in CLA, percentage of tenure stream faculty, teaching load, classroom, office and lab space, support staff) created by the rapid pace of enrollment and program growth in the past five years.

Our undertakings were further hampered by a 12% cut in our CTF funding, cutting back support for research and putting a strain on departmental budgets in the face of continued growth. We have nonetheless moved forward as the report which follows will detail.

Strategic Objectives

Once the University finalizes its new Strategic Plan, the College will write its own new strategic plan for the period 2010-2015. Although the University plan is not complete as of this writing, certain directions are clearly emerging, and these directions are already reflected in a number of the College's activities, notably the development of new graduate programs and the institution of a pilot student success program. In the rest of this section, we restate our strategic objectives as outlined in the 2008-2010 college strategic plan.

CLA makes substantial contributions to the University's mission of research, teaching and service. The disciplines in the college—humanities, social sciences, fine and performing arts—cover major areas of human knowledge and experience and address significant societal needs through a variety of methods that include visual, literary, political, and historical analysis. Our interdisciplinary programs, cross-college, cross-university or external partnerships, position us to move nimbly as the frontiers between disciplines are redrawn, and as new paradigms of knowledge emerge. Cognizant of the University's urban mission, many of the College's research and teaching programs—both undergraduate and graduate—explore past and present urban, transnational and international issues such as the personal and social consequences of social and cultural change, migration, transnational identities, intercultural relations, health care, education and the environment in Massachusetts and the U.S., as well as international issues ranging from development and human rights to conflict and diplomacy in frameworks ranging from the local to the global. In the humanities, social sciences and the arts, we offer a rich mix of cross cultural perspectives on these issues.

In the areas of research, teaching and service, the College's goal is to maintain the highest standards as exemplified by national and international norms.

In research, the College's faculty is highly productive as measured by peer-reviewed publications, extramural funding, and artistic production. The College is committed to excellence in research/creative activity across the disciplines, a commitment that is not only congruent with our status as a research institution, but one that informs and underpins teaching at every level from undergraduate through doctoral study.

In teaching, the College's faculty is committed to the success of every student, undergraduate and graduate, in our richly diverse student body. This commitment is enacted in classes both large and small, in office hours and in off campus learning opportunities as well as participation in CIT seminars and forums.

With the College of Science and Mathematics, the College of Liberal Arts shares the responsibility for the education of all undergraduate students, and it is responsible for the preponderant majority of the general education instruction of all undergraduate students and has taught the lion's share of courses in the Honors Program.

In service, the College engages in many collaborative projects, including work with the K-12 schools, engagement with the local community and with communities across the world.

CLA faculty are the mainstays of much of the faculty governance on campus, and have a history of constructive collaboration in service and teaching and research with other Colleges, Centers and Institutes. Its faculty make important teaching and research contributions to programs in the other schools and colleges.

CLA generates a very large amount of unrestricted revenue for the institution. It is my responsibility as Dean to make sure that the College uses its resources to maximum strategic advantage for the University as a whole. Sound financial and human resource management are thus essential strategic goals as well.

Goals for AY 2009-2010¹

The goals for 2009-2010, as originally articulated in the 2008-2010 college strategic plan have been both modified and augmented to respond to current conditions.

- Obtain sufficient resources [teaching assistants and/or contract faculty] to increase number of large classes offered in FY 10 [1.1 and 1.3]
 - CLA received no additional graduate assistantships in FY 10
 - Acceptance of the idea of including more large sections in our palette of offerings has grown, and in Spring 10, English offered its first large section
 - The number of large sections overall remained stable however. We will need to add more large sections in order to better accommodate our students. Large classroom availability remains a limitation.

¹ The numbers in brackets refer to the goals and objectives in Chancellor Motley's strategic plan. For example, 1.1 means Goal 1, Objective 1.

- Continue aggressive hiring of new faculty to rebuild faculty. [2.4 and 2.5]
 - We have successfully hired four senior faculty, three of whom replace current faculty,² and eight junior faculty. Three of these positions are truly new and the rest are replacements.
- Building on recommendations of the CLR Committee, implement staged transition toward 2+2 teaching load. [2.4]
 - After lengthy discussions with department chairs who had conferred with their departments, we have moved to a decentralized model in which departments are responsible for distribution of research releases and for reporting on the results of that distribution. This system is being implemented for the 10-11 academic year and will remain in place until any change in the base load.
 - Bank of available releases was increased from 30 to 43.
- Charge task force with looking at the ways in which we credit the out-of class work associated with graduate programs and proposing alternatives to the current method of giving 1.5 credits for graduate courses [2.4].
 - The outcome of the decisions on release implementation above obviated this goal, since the implementation plan maintains other policies in place during the transition to a more research friendly load.
- Implement South Asian track of Asian Studies major [2.5]
 - East Asian Track has been implemented and as of the end of Spring 10 had ±20 majors
 - Planning is underway for the South Asia track. Faculty on leave and other faculty obligations have slowed implementation. The new target date is Fall 2011.
- Begin approval process for Communications major.
 - Aably led by Associate Professor Ken Lachlan, a work group is developing the proposal which is in semi-final draft. The pre-proposal will be submitted to the President's office no later than September 2010.
- Gain approval for new PhD in Psychology
 - Proposal has gained approval of all campus governance bodies and has been submitted to the President's office. The site visit is planned for August.
- Continue to examine patterns of college staffing to insure best use of available resources
 - FY11 budget request includes second shared business manager. Filling this position will allow us to assign one person as the post-awards grant manager for all departments in the College except Psychology and Anthropology [Fiske Center]. This will make it easier for faculty to manage extramural funding and will lift a burden off departmental staff freeing them for other activities.
 - Assistant Dean position in the CLA Dean's office was redefined from Communications to Scheduling and Special Projects.

² Two of these replacements are in anticipation of the retirements of Judith Smith in American Studies and Joan Liem in Psychology. The third replaces someone who has already retired. The fourth is 0.5FTE, new, and will begin in September 2011.

- Used hiring of new Administrative Assistant as occasion to move duties around among office staff increasing efficiency.
- Move Applied Economics master's program through approval
 - Proposal approved by Faculty Council in May. Site visit will take place in early August.
- Follow up on Atlantic Studies initiative with conference sponsored by the Research Center for Urban Cultural History in Spring 10
 - The Research Center for Urban Cultural History sponsored four Atlantic Studies events during the year and is planning a two-day conference, "The Atlantic Public Sphere," for October 1-2, 2010.
- Depending on resource allocation and its timing, create program to improve retention and graduation rates in CLA. Build assessment measures into program.
 - CLA First! program has been created and will enroll 100 first-time first-year students in Fall 2010.
 - We have successfully hired a Director for CLA First!, Joyce Morgan, and a Director for Advising in the Majors, Ana Ketler.
 - The Troy Conference Room will be reconfigured to serve as offices for these two directors and their staff person, and will include office space for one additional student support person, should that position be funded.
- In conjunction with advising programs, move College to Writing across the Curriculum program replacing the WPE, and integrate college-based first year and intermediate seminars tailored for CLA students.
 - CLA First! will use a WAC approach and replaces the first-year seminars for the enrolled students.
 - With sufficient staffing, CLA First! will expand to 200 students in Fall 2011
 - Given the impending review of General Education and the deliberations on 4+4 it does not seem prudent to expend effort on dealing with the intermediate seminar issue until these matters are resolved.
- Move College toward paperless business processes
 - We have moved to a paperless personnel case model, with departments submitting cases on CD and our permanent files being kept in the same way.
 - We expended major time and political capital persuading faculty to use the new electronic AFR system last fall. We will attempt to increase participation and iron on the kinks in AFRweb this coming year, but efforts to do so could be hampered by rumors of a move toward yet another program, unless it is assured that any new program will incorporate the data in AFRweb.
 - We investigated Xythos as a way of moving to paperless office procedures but it was inadequate to a number of the tasks we needed done. We now await the system's implementation of the document management system purchased for the registrar and plan to use that more sophisticated system.
- Assemble faculty/department chair team to craft new five-year strategic plan for college
 - The timing of the University-wide strategic planning effort means that this goal must be moved to next year, since the College plan must be in harmony with the University's plan.

- Play active role in planning General Classroom Building
 - Meetings have begun; the College has provided information on future classroom needs as well as the needs of the Art and Performing Arts Departments. Building planning is ongoing.
- Continue to address multiple space challenges
 - Zup-Park lab issues are on their way to resolution. Office and lab space for a number of faculty arriving in September 2010 has not yet been allocated however.
 - Space for CLA student success efforts has been identified and allocated. It is essential the renovations will be completed as needed for Fall 2010.
 - Allocation of some former CPCS office space allowed us to accommodate our new hires.
 - Depending on the final outcome of the General Academic Building planning, solutions may have been found for the Art and Performing Arts space issues.

Additional overall goals for CLA include:

- For undergraduate students, provide an appropriate palette of learning opportunities that foster student engagement, including a mix of small and large classes, with cutting edge pedagogies in all. Class sizes and levels of support, both technological and human, must facilitate learning. [1.1, 1.2 and 1.3]
 - As part of the space planning exercise, a model for class sizes was submitted to Rickes Associates. That model increased the number of undergraduate courses sized 120-150 and eliminated courses in the 30-60 range. It either combined them into large sections or reduced the class size to 25 so that students would have a mix of small and large classes with the small outnumbering the large, although the overall proportion of large sections would increase a good deal from what it is now.
 - Our present supply of classrooms makes such a model impossible and it is hoped that the new academic building will ameliorate the situation.
- Institute an aggressive hiring plan, of approximately 20 faculty per year. [10 new positions, 10 replacement positions per year]. This will both allow for the 2+2 load and decrease adjunct instruction from 54%-60% of course sections to approximately 40% of course sections. [2.4 and 2.5]
 - We have fallen far short of this goal. In Spring 2010 only 28% of the CLA sections at the 100 and 200 level were taught by tenure-stream faculty and only 56% of the sections at the 300 and 400 level by tenure stream faculty.
- Support research and creative activity across the disciplines through course releases, additional graduate stipends, increased extramural funding and increased collaboration among programs both within the College and across the University. [2.4 and 2.5]
 - On releases see above
 - No additional graduate stipends were accorded CLA this year
- Work with master planning effort to assure that CLA needs for office space, laboratory space and suitable teaching spaces for both undergraduate and graduate courses are met. Use the construction of the new academic complex as

an opportunity to solve persistent facilities problems for Departments of Art and Performing Arts. [1.2 and 3.6]

- See above
- Continue program of structured increases in departmental budgets. Improve staffing by re-examining the grade levels of departmental staff, and adding staff, focusing on centralizing services as staff work becomes more complex. [2.5]
 - Obviated by CTF budget cut.

Other Achievements for AY 2009-2010

In addition to the progress on the PhD in Developmental and Brain Science, the MA in Applied Economics and the undergraduate major in Communications noted above, we have begun advance planning of a PhD in Applied Linguistics and we have just received a draft of the stage one proposal.

A good deal of my time and the time of the faculty and staff in Psychology was devoted to the programming and planning of the Integrated Science Complex will provide state-of-the-art facilities for our animal and observational research undertakings as well as the Developmental Sciences Research Center. This process is moving forward and promises to support our research program.

Another success this year was my ability to work out an arrangement with the then-Vice Provost for Research and the Venture Development Center to house the remaining years of the P20 grant which had to make a complex transition after the Harvard School of Public Health withdrew from the collaboration. In a related matter I worked with John Ciccarelli and our Washington lobbyists to make the application for a first earmark for the Developmental Sciences Research Center. The application was eventually successful and the Center received \$200,000 in federal funding. This year also marked the appointment of Professor Celia Moore as director of the Center. The DSRC was approved by CLA governance. Discussions are currently underway with CSM so that the proposal may also move through their governance process.

As of this writing I am pleased to note that CLA has hired its first two student success personnel, Joyce Morgan as Director of our first-year program, CLA First! and Ana Ketler as Director of Advising in the Majors. Both come to us with extensive experience in supporting student success both at UMass Boston and at other institutions and agencies. Both started in mid-to late June, and thus it is in next year's report that we will be able to discuss the first results of this long-awaited investment.

We encouraged faculty to use AFR web for the first time last year and about half of the faculty did so.³ It is my hope that we can make the transition to a new system as seamless as possible since considerable political capital was spent on implementing the current system.

³ Some used all the features, some only some of them.

As noted at the beginning of this document, the College considered eight tenure cases, two promotion cases, ten fourth year reviews and four reviews of promotion to senior lecturer. While these decisions are very positive for the College's future, they represent a heavy work burden for the depleted ranks of senior faculty, who deserve much thanks for the hard work they did in preparing and considering these cases at both the departmental and college levels. ⁴

Strengths and Weakness

The College of Liberal Arts has enormous strengths in its faculty as teachers, researchers and University citizens. It is not possible in the confines of this report to delineate all the accomplishments of more than 300 headcount faculty. A perusal of faculty AFRs reveals the publication of some 23 books, 101 articles, 63 book chapters, 3 textbooks, more than 100 creative productions [poems, juried shows, performances, etc], numerous innovations in teaching, and copious examples of service and community outreach. In FY 09, CLA generated \$3 M in external funding. ⁵

Below is a small sampler which gives a sense of the extent and variety of CLA faculty achievements:

Alice Carter, Psychology: "A multi-site Clinical Randomized Trial of Hanen More than Words," grant from Autism Speaks Foundation.

Eric Levine, Art: Completed his video "Someone Hears a Shot." It was one of 29 selected from 405 entries for Arizona State University Film Festival and also one of 213 for the Athens (Greece) Video Festival. An earlier production, "Timeout," was also selected for the Athens festival, and "A Confession" was selected for the Aurora Picture Show of three-minute films.

Marlene Kim, Economics: "Black Women and Double Discrimination in Employment," grant from the Russell Sage Foundation.

Ruth Miller, History: *Law in Crisis: The Ecstatic Subject of Natural Disasters*, Stanford University Press, 2009.

Nadia Nurhussein, English: "Rhetorics of Literacy," grant from the American Council of Learned Societies.

Pratima Prasad, Modern Languages: *Colonialism, Race, and the French Romantic Imagination*, Routledge, New York, 2009.

⁴ The ratio of tenured faculty to tenure track faculty in CAS from 1994-2001 ranged between 7:1 and 5:1. For the last five years in CLA it has been around 2:1. The number of retirements this year about matched the number of tenure stream hires.

⁵ Reporting lags one year behind and these figures are based on AFRs for the 2008-2009 academic year. The external funding figures are also for FY 09.

Jean Rhodes, Psychology: “The Role of Gender in Mentoring,” grant from the Big Sisters of Greater Boston.

Stephen Silliman, Anthropology: “Centuries of Colonialism in Native New England,” grant from the National Science Foundation.

As I move into the challenges section of this document, I am struck by the way in which, with one very important exception, all the challenges outlined in last year’s report remain before us. The exception, described above, is the beginnings of student success operation in the College of Liberal Arts.

Our challenges are amplified by the current economic crisis, and will also be impacted by the University’s decisions about how to balance strengthening the core and investing in innovations. As a College we are on both sides of this latter equation, with ambitious new programs ahead and desperate needs in existing programs. Our first imperative remains to rebuild the faculty. We continue a level of reliance on adjunct faculty which hampers our research mission, limits our graduate initiatives, and undermines our ability to afford undergraduate students the intellectual advantages of studying at a research university. While CLA has been able to do a good deal of faculty hiring, that hiring has not outstripped the losses in tenure stream faculty that the College has sustained since the turn of the new century. We must begin a pattern of hiring that adds more new [as opposed to replacement] faculty to the tenure stream contingent. My approach to hiring is not to simply replace faculty in the same specialties and subspecialties as retiring or resigning faculty, but to move and/or add positions according to our emerging priorities. I will continue this policy which allows for the best use of resources, but unless we increase the percentage of tenure stream faculty, we will not be able to realize our ambitions.

Hiring faculty alone however is not sufficient for us to fulfill our promise both as an institution of access and as a research institution. CLA lacks adequate space—office space, laboratory space, teaching space. As of this writing, space for many of our September 10 faculty still has not been identified. The current modalities for allocating space at the University are both slow and opaque. We must address this situation, and I am pledged to being a good advocate for this College in any and all space discussions.

Classroom space is also a challenge. I continue to make my best efforts to be an active and positive participant in the space allocation work that is taking place with Rickes Associates and Goody Clancy. I also continue to advocate, within my own college, for the use of more large classes to balance the very high number of small classes we offer. The University’s desire to expand graduate programs will be challenged by the lack of classrooms late in the day. The old practice of assuming graduate programs could be accommodated in departmental seminar rooms is no longer viable given the current growth in graduate programs, to say nothing of future growth.

CLA has the lowest ratios of support staff to FTE faculty and to IFTE students taught of any of the academic units. If we want faculty to achieve and students to be well served,

we must address this situation. We need to do two things—one is to increase our staffing and the other is to rethink how we allocate staff work, so that as our working protocols change we can maximize success and efficiency. Associate Dean Jack Spence and Ms. Maureen Boyle of Economics have been active members of the staffing task force appointed by the Provost. As we look at staffing levels, it is important to think creatively and also not to confine our considerations only to the academic units, but to look at staffing more broadly across the University.

An additional challenge we face is insufficient support for current graduate programs. Most of our Masters programs have very few graduate stipends, making it very difficult for them to recruit competitively and to achieve the rates of graduation that we would like. The new PhD in Developmental and Brain Sciences, which is one central part of the University's plan to increase research and to increase its doctoral production, is an expensive undertaking and both the University's current financial situation and its history of starting graduate programs without sufficient funding present significant challenges here.

Our challenges then are: insufficient tenure stream faculty, insufficient space, and lack of sufficient resources to support our current and future programs. The situation may be exacerbated by the pending budget cuts. I am working in all areas to use resources as strategically as possible and not to let these obstacles stand in the way of important initiatives. I note with concern, however, that most of the challenges section above was taken verbatim from last year's annual report. This does not reflect a lack of imagination on my part but rather the fact that it was not possible to effectively address most of our challenges in the past year.

Impact of Activities of Other Campus Units

Now that the first two hires have been made for the Global Studies Program, with CLA faculty serving on the search committee, it is my hope that this program will emerge as truly collaborative, building on the considerable resources in the CLA faculty ranks as well as adding new resources. A non-collaborative outcome here would stand in the way of our efforts to rebuild the faculty because if CLA faculty see themselves as closed out of the University's international graduate programs, it could cause us to lose valued faculty and impede recruiting.⁶

It is currently unclear what the profile of the proposed graduate program in transnational, cultural and community studies will be or how it will complement the program in Global Studies. CLA faculty have a great deal to contribute in these fields and I would hope they will be significantly included in the planning.

⁶ I was given the opportunity to comment on a draft of the preliminary proposal for the PhD. The proposal was a strong one. I suggested that there be more flexibility in the definitions of faculty affiliations and that future hiring avoid redundant areas of specialization with faculty currently here.

Overall, however, it is not the initiatives of the individual units that have had so much impact on CLA this year as it is decisions taken centrally.

CLA is a significant revenue-generator for the University. All universities have some units that cross-subsidize others; it is a major strategic mistake however, to so underfund the units that do generate revenues, in favor of others, that they lose their ability to maintain high quality, retain faculty, and develop new programs, and to generate high levels of revenue. This loss might take the form of negative student experiences which damage the university's ability to recruit future students. It might take the form of the College's inability to hire and retain highly qualified faculty because of the combination of low salaries, inadequate working space and inadequate staff support. It might take the form of a workforce so disaffected that its job performance diminishes.

Enrollment growth in general remains a concern, if the resulting revenues are not channeled proportionally to CLA and if space is not provided. Depending on what strategies the University chooses to increase its enrollments, there could be significant impacts on CLA. Therefore, I would hope that CLA will be fully consulted in further enrollment planning.

To take one example, the University decision to affiliate with Navitas and to put the program in CLA will result in additional administrative burdens for the College. While resources have been promised, it is not clear when Navitas will begin to generate revenues for the University and when, or if, CLA will receive resources to compensate for the additional demands this program puts on us.

In my report of last year I noted the need for progress in cross-unit collaboration, especially as CLA has so many interrelationships with the rest of the University. Some progress has been made in better information sharing and better prior consultation but much remains to be done. It is my hope that the strategic planning process currently underway will further facilitate this kind of planning.

Goals for AY 2010-2011

The goals for 2010-2011, as originally articulated in the 2008-2010 college strategic plan have been both modified and augmented to respond to current conditions.

- Institute an aggressive hiring plan, of approximately 20 faculty per year. [10 new positions, 10 replacement positions per year].
- Depending on budget situation, continue to implement staged transition toward 2+2 teaching load.
- Gain BOT approval for PhD in Developmental and Brain Science.
- Gain BOT approval for Applied Economics master's program.
- Obtain stage 1 approval for PhD in Applied Linguistics and submit full proposal.
- Obtain stage 1 approval for Communications major. Craft and submit full proposal.

- Take first steps in the creation of a Center for Applied Ethics.
- Implement South Asian track of Asian Studies major.
- Obtain adequate operations budget for CLA.
- Increase fundraising activities in conjunction with the capital campaign.
- Continue to examine patterns of college staffing to insure best use of available resources.
- Increase student success staffing.
- Assemble faculty/department chair team to craft new five-year strategic plan for college once University strategic plan is complete.
- Work with master planning effort to assure that CLA needs for office space, laboratory space as well as suitable teaching spaces for both undergraduate and graduate courses are met.
- Play active role in planning General Classroom Building.
- Obtain sufficient resources [teaching assistants and/or contract faculty] to increase number of large classes offered in FY 11.
- Conduct initial evaluations of CLA First! and add second cohort for Fall 2011.
- Continue to move College toward paperless business processes.

Peer for Benchmarking our Aspirations

I used several initial criteria to select a comparable public peer institution with notable achievements we might emulate: Research High (with arrays of doctoral and masters programs in and out of Liberal Arts) and high graduation rates. I also focused on high Pell Grant participation and significant minority populations in order to assure reasonable comparisons. *Collegeresults.org*, a data base of The Educational Trust provides a good deal of this data and the table below provides information about the student populations of a number of Carnegie Research/High institutions that we considered as possible peers for aspiration.

<i>collegeresults.org 2007 data</i>	6 yr grad %	4 yr grad %	1 yr ret	% Pell	Under-repd Minority	Total minority ⁷	non res alien	% over 25	med SAT	UG FTE
Binghamton University	77.2	62.3	90	34.3	12	28.4	6.2	5.2	1255	11,219
SUNY										
UNH	73.5	58.8	87	16.6	3.4	5.7	0.8	4.7	1120	11,578
UVM	71.6	55.7	86	16.8	2.8	4.9	1	10.7	1170	9,299
UMBC	60.5	34.6	84	21.8	18.9	40.1	4.1	16.4	1190	8,466
Rutgers - Newark	57	25.6	83	39	37	62	2.1	24.5	1065	5,471
UMass Boston	33.1	10.9	75	35.7	22.6	35.3	3.5	39.9	995	6,935

Of this array, Rutgers-Newark and the University of Maryland Baltimore County (UMBC) come close to our profile. They each lag behind the first three in graduation rates and do not have as many Ph.D. programs as Binghamton or UVM⁸, but they are more urban and have large minority populations. They are notably ahead of UMass Boston in terms of 6 year and 4 year graduation rates, have higher SAT scores, comparable or greater minority populations, and more development at the graduate level. Both have received commendable national citations.

⁷ The data are all from College Results.org. OIRP's data on minorities for UMass Boston UG for 2007 were 43% by headcount of FT and PT students. CR measures by FTE UG. UMBC puts its current UG minority population at 43.9%, Rutgers-Newark at 61.7%.
⁸ It's hard to compare Ph.D. program numbers for Rutgers-Newark because some are system-wide programs.

UMBC admits at a slightly higher rate than UMass Boston (69% to 62%) but has a much higher yield rate (37% to 26%). Rutgers-Newark admits at 58% with only a 12% yield rate.⁹

Of the two, Rutgers-Newark is more urban. It has a 38 acre campus in Newark; UMBC has a 500 acre campus just 15 minutes from downtown Baltimore and 30 from DC. Both have significant on campus housing. At UMBC 72% of first year students live in dorms.

At Rutgers-Newark there are 4 dorms, with one that holds 600 that is mainly, though not entirely, for first year students. The 2009 entering class was 872.

According to College Results, they each spent less on student related expenditures per FTE than UMass Boston (in thousands): UMass Boston \$14.3; Rutgers-Newark and UMBC both \$10.1.

UMBC gets 25% of its operating budget from the state about the same as Rutgers (the whole system), so both receive less from the state than UMass Boston.

UMBC has 24 doctoral programs and 33 masters programs. Of these the College of Arts, Humanities and Social Sciences has 6 Ph.D. programs and 16 masters. Rutgers-Newark has 60 doctoral programs and the Arts and Sciences Colleges website says it has 15.¹⁰

Rutgers-Newark seems to have a structure more complicated than UMass Boston, while UMBC with four distinct colleges and with most “centers” related to colleges, seems to have a less complex structure than UMass Boston.

According to its current website, UMBC garnered \$89M in grants and contracts, which is higher than our total.

The standard teaching load in UMBC’s College of Arts, Humanities and Social Sciences is five courses per year ¹¹in contrast to our six.

The advertising banners on each website feature national recognitions. On Rutgers-Newark’s website professional schools are featured.¹² The UMBC ad banners herald its undergraduate achievements as noted in *U.S. News*. #1 in Up and Coming

⁹ UMBC took in 1550 first year students, UMB 987, and Rutgers-Newark 872.

¹⁰ It is harder to draw a comparison with UMB and with CLA in particular because several doctoral programs at or available at Rutgers-Newark are done in collaboration with the whole Rutgers system or with New Jersey Institute of Technology in particular, or with other units outside of the A&S College. For example, the Department of Anthropology and Sociology lists 4 Ph.D. programs, three of them, formally speaking, outside the college (Criminal Justice, Global Studies, Public Administration) in which Department faculty (as well as faculty from Political Science) would seem to participate heavily.

¹¹ Personal communication from former student, now a tenured faculty member in the College of Arts, Humanities and Social Sciences.

¹² Criminal Justice and Public Administration both have favorable *U.S. News* rankings; the Law School is rated as Tier 1. Counting the Law School the ratio of undergraduate students to graduate students at Rutgers is 7200 to 4200. UMBC is 10,000 to 3,000, closer to UMB.

Universities¹³; #4 in undergraduate teaching at national universities (tied with Stanford; just behind Dartmouth, Princeton and Yale); UMBC was joined (in unranked list) with Cal Tech, Williams, MIT, Duke and others as a school that gives outstanding opportunities for UG research and creative projects.

Overall, the best peer to choose for aspiration is the College of Arts, Humanities and Social Sciences at the University of Maryland Baltimore County. Its better graduation rates, superior opportunities for undergraduate research, larger range of graduate programs and the institution's higher amounts of funding from grants and contracts all make this a good target against which to benchmark our progress.

¹³ Other publics on the list of up and coming: George Mason, Arizona State, University of Central Florida, Indiana University-Purdue University Indianapolis, University of Denver, University of Vermont, University of South Carolina, North Carolina State Raleigh, University of California San Diego.

Conclusion

AY 2009-2010 was a successful one for the College of Liberal Arts. We made major contributions to research, teaching and service. The PhD in Developmental and Brain Science and the MA in Applied Economics were approved by campus governance and we now await the site visits. Our faculty's research and creative work continues to be recognized on the national and international scene. Our students, as exemplified by those recognized at the annual Honors Convocation, demonstrate remarkable levels of achievement. We have exciting new initiatives—within the College and across the University—before us. If we do not attend to the critical deficits in resources, both physical and human, described in this report, we will be unable to meet our goals.