

Academic Reorganization Task Force (ART)

Final Report

Submitted: April 20, 2021

Prefatory Note

This report reflects research undertaken by the Academic Reorganization Task Force (ART) with the purpose of providing an analysis of the impact of the current organization of UMass Boston's eight major academic units and an evaluation of possible scenarios for reorganization. It is designed as one step in a much longer and more extensive campus-wide dialogue that will engage stakeholders from across the community in envisioning UMass Boston's path forward. As noted in the text of the report, the individual findings do not necessarily represent the views of all ART members.

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I. Background

A. Overview of Academic Organization at Research Universities

The academic organization of research universities across the United States varies greatly, each determined by a mix of traditional structures and processes, distinct mission and culture, and factors such as system-type. Institutional isomorphism historically has been encouraged by their common (though since WWII increasingly complex) purpose, the pursuit of rankings through mimicry of top-ranked institutions, and, especially for public universities, external pressures.

A blend of isomorphism and distinctiveness is reflected in UMass Boston peers. Research by the ART on nineteen peer and aspirational institutions (see Appendix A) demonstrates no standard in the number of independent academic units. These universities ranged from having six to nineteen independent schools and colleges, with an average of 11.6 per university. The size of independent academic units (number of schools, departments, centers and institutes, programs, faculty, staff, and students) also varies widely. Nevertheless, some common organizational structures are present in all or nearly all universities in the sample. For example, units that have associated national or state accreditation processes (e.g. engineering, management/business, honors, nursing, education) are almost universally independent. And all peers have large academic units dedicated to the arts, humanities, social sciences, and sciences; in almost all cases, Social Sciences are joined in an academic unit with the Arts and Humanities, and in about one-half of cases, the Natural Sciences are part of a larger Arts and Sciences academic unit. Almost all peers and aspirational institutions analyzed have a College or School of Engineering (18 out of 19) and most have a centralized Graduate College or School (14 out of 19) and an independent Honors College (15 out of 19). Similarly, almost all use the word “Business” rather than “Management” in their unit’s name (15 out of 19). But beyond these standard schools and colleges, there is a great deal of organizational diversity at peer and aspirational institutions, with an array of independent colleges/schools in fields such as public health, public affairs, environmental studies, medicine, dentistry, fine arts, architecture, law, philanthropy, social work, communications and media, journalism, computer sciences, and many others.

A key conclusion from this research is that a university should organize its academics, including its number of schools/colleges, to support its distinct mission, both standard and specialty programs, and the surrounding community. Financial factors may mean selective investment, but ART research indicates that this should include leaning into academic programs that distinguish each university. Organizational structure must reflect the strategic use of resources in a way that supports institutional individuation as well as core functions in an increasingly competitive higher education environment.

Studies suggest that as long as organizational structure aligns with the University mission, there is a wide range of options to structure academics to fulfill that mission. However, the range of optimal organizational processes is narrower, as reflected in “Organizing to Unleash UMass Boston’s Potential: Enhanced Administrative Structures and Supports for Academics,” described

in section V below. Public research universities have been particularly impacted by external factors that have narrowed their options to support the research-teaching-community nexus, including shrinking state support, shifting demographics, and growing pressures for efficiency. Together, these have encouraged procedural and structural changes that can generate organizational behaviors that do not align with the mission of the research university. Studies indicate that these changes can come at the expense of efficiency; department productivity is highest in institutional settings where undergraduate education, graduate education, and research occur jointly, and “student growth outcomes are greatest in departments with strong research and teaching environments.” A focus on instructional input and output is often driven by a zero-sum approach to the academic endeavor that posits research and teaching as competing for resources to the detriment of productivity, student outcomes, and efficiency (Rhoades, 2001, 620-26). The ART thus agrees that “although knowledge is generally regarded as untethered from its organizational context...to an extent insufficiently appreciated, knowledge, organizational structure, and social relations are intrinsically related” (Crow and Dabars, 2015, 177).

B. UMass Boston’s Academic Units

There currently are eight independent academic units at UMass Boston, including six colleges (College of Education and Human Development [CEHD], College of Liberal Arts [CLA], College of Management [CM], College of Nursing and Health Sciences [CNHS], College of Science and Mathematics [CSM], Honors College [HC]) and two schools (McCormack Graduate School of Policy and Global Studies [MGS], School for the Environment [SFE]). Their intellectual contributions to the UMass Boston mission are wide-ranging, from traditional academic disciplines concentrated in CLA and CSM, to academic units that also provide strong professional training (CEHD, CM, CNHS, CSM), to units that distinguish UMass Boston from its peers (MGS, SFE). Their sizes range from a few hundred students and a few dozen faculty in the smaller units such as MGS and SFE to thousands of students and hundreds of faculty in CLA and CSM. In terms of the number and size of independent units, UMass Boston fits well within the range of its peers, and indeed is about 30 percent below the average of 11.6 academic units per institution. Each unit contributes to the various facets of the UMass Boston mission, including in undergraduate education, graduate education, research, and community engagement, though, as seen below, to different degrees.

One significant discrepancy from peers that emerged in ART research was in the ability for UMass Boston faculty and students to collaborate easily across academic units in research and teaching. Campus-wide obstacles currently inhibit interdisciplinary programs and practices, including zero-sum processes, no central coordination for interdisciplinary research or teaching initiatives, a utilitarian approach to student success, and structures and processes that encourage disciplinary silos. A key conclusion of all ART subcommittees is that UMass Boston’s organizational behavior must better support interdisciplinarity and collaboration across departments and units, which would positively affect learning and research as well as increase efficiencies. Some peers demonstrated strong support and even incentives for departments and faculty to create curricular and research bridges that reduce the tendency toward departmental

silos without the disruptions caused by reorganization. The ART overwhelmingly agreed that interdisciplinary programs and practices are essential to meeting contemporary grand challenges and to student success. In the end, organizational structures and processes must support and inspire UMass Boston faculty and students to pursue consequential transdisciplinary programs aligned with the University mission and which facilitate community-engaged education and research.

C. Recent Academic Reorganization at UMass Boston

With the move of SFE out of CSM in Fall 2016, UMass Boston had eleven independent schools and colleges. The University soon entered a financial crisis, which led to a multi-year period of cost-cutting, consolidations, and faculty/staff reductions. Between Fall 2016 and Fall 2019, the University administration reduced the number of independent academic units from eleven to eight. By Fall 2017, all academic programs and faculty from the College of Public and Community Service (CPCS) had been moved to other academic units. By Spring 2019, the School for Global Inclusion and Social Development (SGISD) had been moved into CEHD. By 2020, the College of Advancing and Professional Studies (CAPS) had reverted to a continuing education program with a narrower mission, and its degree and online courses transferred to the appropriate academic units.

Since 2016, there has been notable reorganization at UMass Boston. Efficiency has often been cited as the reason for or result of these changes, though the ART was unable to locate data on the impact of these organizational changes on faculty and student productivity (that is, whether cost savings were accompanied by lower productivity, similar productivity, or higher productivity). There is anecdotal evidence suggesting streamlined leadership, communications, and service, though aspects of this are disputed. Measuring the effects of any reorganization is a longitudinal process that has often been cut short as UMass Boston has moved quickly to the next change, with insufficient analysis of the impact of prior reorganizations. Yet these reorganizations have brought unexamined transaction costs (staff layoffs, the loss of student majors, disruptions in research, faculty departures, etc.) and social capital costs, as well as a growing sense of distrust and even resentment due to their top-down, nontransparent character.

The ART was able to assess the financial savings of prior reorganizations, at least in part. The move of SGISD to CEHD saved \$272,549 annually, with the closure of CPCS estimated to have saved likely a similar amount. The restructuring of CAPS brought much higher savings (conservatively estimated at more than \$1 million annually), especially with the restructuring of the ESL program. These savings should be considered in the context of an annual budget for UMass Boston that in FY2020 was \$442 million. Moreover, these immediate savings have not been balanced against new costs, such as inefficiencies caused by staff layoffs or by the need for faculty to spend time rebuilding programs, such as Community Development, that saw a loss of enrollments or student majors due to disruptions and closures.

The ART supports Provost Berger's attempts to identify potential reorganizational scenarios that

are primarily strategic, and which respond to an intentional analysis of trade-offs in light of: 1) the relatively limited savings accomplished by some prior organizational changes, 2) the lack of clear data required to assess efficiencies, and 3) the disruptions caused by prior reorganizations. The ART also recognizes that some negative impacts of a reorganization can be mitigated by attending carefully to its scope and management. Academic reorganization must be determined by a commitment to better fulfilling the University mission using a data-informed approach. Budget savings may be accomplished through reorganization, but organizational changes must first revitalize research and learning by aligning with the academic mission and strategic goals of the University. Moreover, reorganization must be accompanied by an institutional commitment to investing adequately, both financially and in cultivating an organizational culture and processes, to support the teaching and research of current academic units.

D. Reorganization and the Mission of UMass Boston

The most important factor driving future decision-making about UMass Boston's organizational structure and behavior is fulfilling its role as Boston's only public research university. Its mission to be urban-serving, anti-racist, and health-promoting distinguish it from peers. While the universe of research institutions is driven by rankings (often determined by reputation built through exclusivity), UMass Boston is dedicated to providing access to high quality research and learning opportunities to a diverse student body and to connecting those opportunities to real-world challenges around improving innovation, health, and equity in the greater community.

UMass Boston is the diversity leader in the UMass system. It is the most diverse university in New England and the third most diverse in the United States. In 2019, 66 percent of its students were first-generation, 54 percent were minority, and 58 percent spoke a language other than English at home. In 2021, over 48 percent of its students received Pell Grants.

UMass Boston therefore enables the Commonwealth of Massachusetts to be a national leader in student access and mobility. Ensuring the stability and growth of academic programming that connects UMass Boston students to legitimate opportunities is thus vital to any efforts to diversify the state's workforce. A major portion of UMass Boston's students cannot relocate for their higher education due to professional and personal commitments in the Boston-area. Any system-level and institution-level initiatives around efficiency and reorganization should thus ensure that UMass Boston can provide a *public option* that gives access to high quality research and learning connected to important opportunities for students in the city of Boston and its innovation economy.

While not hewing blindly to traditional higher education institutional structures built on exclusivity, UMass Boston must also take care if adopting changes that are too disruptive to the campus culture or which undermine the legitimacy of its endeavors. To conclude, any reorganization must enable UMass Boston to be a model for sustainable research and learning pathways that expand legitimate choices for its diverse students founded on both access and opportunity.

II. Establishment of the Task Force

A. Original Charge

On December 2, 2019, Interim Provost Emily McDermott announced to the University community a widespread, consultative process concerning potential modifications to the University's academic structure (see Appendix B). Among the topics most targeted for inclusion in the discussion were potential mergers of the School for the Environment and the McCormack Graduate School with other academic units, as well as the potential for intensifying collaborations between these two units and others on campus. Interim Provost McDermott also stated that authority to organize administrative structures within which faculty operate and programs are offered is vested in the campus administration by the Board of Trustees, affirmed as a management right by FSU/MTA 2017-20 collective bargaining agreement, article 4.1. She additionally noted the right of the Faculty Council to "review and make recommendations regarding the planning and development of the Campus, especially in the creation of new units and colleges and in substantial changes to existing units" (Faculty Council Constitution, 4.E).

On October 8, 2020, Interim Provost McDermott established an Academic Reorganization Task Force (ART) consisting of faculty, staff, and students (see Appendix C). She charged the ART with considering "potential reorganizations of academic units on campus and making recommendations on this topic to the Provost, for final approval by the Chancellor." The guidelines stated, "deliberations should be made in full consciousness of the critical importance of maintaining or enhancing the academic quality and integrity of any programs that may be subject to administrative reorganization. Within this context, the Task Force should consider reorganizations that will result in rationalizations of administrative structures in Academic Affairs, enhancement of opportunities for academic and research synergies, building or bolstering sustainable budgetary pyramids within units, and achievement of economic efficiencies." Interim Provost McDermott specifically directed the ART to include the McCormack Graduate School and the School for the Environment in its recommendations as part of its broader deliberations and set April 15, 2021 as a deadline for submission of the report.

B. Amended Charge

On February 10, 2021, new Provost Joseph Berger amended ART's original charge (see Appendix D). He stated, "your work on academic reorganization is not merely a financial efficiency exercise. This is an opportunity to examine and articulate how to better balance our major academic units (colleges and schools). Significant range in the size and scope of programs and people across units typically results in imbalances regarding the distribution of resources and the efficacy and efficiency in deploying resources to meet values-driven, mission-oriented goals. This is also an opportunity to look at the ways in which each major unit contributes to multiple-facets of our mission, including undergraduate education, graduate education, research and

scholarship, and community engagement. Thus, I am asking you to develop 2-3 scenarios (one of which may be to keep everything as it is) with an analysis of the ‘trade-offs’ as you see them in considering multiple scenarios...Once you have completed your work on April 15, I will then launch a period of campus-wide consultation that will inform further analysis and possible ways forward. This consultative process will also inform the strategic planning process.”

With this memo and in discussions with Provost Berger, the ART understood that the amended charge indicated two significant changes from the original charge: from an initial focus on budgetary pyramids and small units, the charge was amended to focus on imbalances resulting from the wide difference in unit sizes; and from an initial focus on informing administrative decision-making around reorganization, the charge was amended to focus on collaborative analysis to inform a later, more intensive, extensive, and inclusive process of consultation with the UMass Boston community around strategic planning and decision-making.

C. Membership

ART membership was selected by Interim Provost McDermott and includes representatives from the faculty and Dean’s offices of each of the eight major academic units, including two faculty members and one Associate Dean from each of the four units under consideration for potential reorganization (CLA, CSM, MGS, SFE) and one faculty member and one Associate Dean from each of the academic units not known in advance to be under consideration for reorganization. Additionally, the ART includes two staff members (one professional, one classified), two students (one undergraduate, one graduate), and a representative each from the Faculty Council and the Budget and Long Range Planning Committee. The ART also included one non-voting staff member from the Provost’s Office who assisted in data collection and interpretation and participated in analysis and deliberations.

The amendment to the ART’s charge on February 10, 2021, expanded its scope, with implications for membership. From an initial charge that directed the ART specifically to include the McCormack Graduate School and the School for the Environment in its recommendations as part of its deliberations, the charge broadened to focus on how to narrow the range of unit sizes. This had unintended consequences for membership composition and voting proportionality, with mid-size units (which had two representatives each) having disproportionately less representation than larger and smaller units (with three representatives each) in a process that potentially affects all units. Moreover, the faculty representative from CNHS, who is an assistant professor, could no longer participate after the ART had already met multiple times. In agreement with the Associate Dean representative from CNHS, as well as with Provost Berger, and in recognition that the ART was already in the middle of the process, the faculty representative was not replaced. The ART therefore proceeded in its research and deliberations with only one representative from that College.

III. Task Force Process

A. Task Force Limitations

Various factors limited ART processes and outcomes. First, the large scope and controversial nature of the charge invited an array of concerns, many of which emerged in group discussions and which are evident in various parts of the report. Second, the short time frame was viewed as problematic for a charge of this scope, with many ART members stating it did not provide enough time for needed research, group collaboration, community consultation, analysis, and innovative thinking. Leadership changes mid-stream in the process compounded this by adding uncertainties about administrative partnership. A December 18, 2021 meeting with both Provosts and Chancellor Marcelo Suárez-Orozco confirmed the support of the new leadership for this Task Force and modified the ART charge to focus on analyses in preparation for a more extensive and inclusive strategic planning process to begin later in 2021. Third, some ART members expressed unease about the timing, suggesting that academic reorganization should follow strategic planning. However, this concern was mitigated when Provost Berger reiterated his vision for the ART in informing and supporting later strategic planning. Fourth, some members of the ART stated that limitations in the available data hindered analysis and planning, leading to validity concerns (e.g., the aforementioned limits on data needed to evaluate productivity). Nevertheless, the quantitative and qualitative data available was substantial and ART members conducted extensive research about UMass Boston, the higher education context, other reorganization models, and peer universities. Moreover, the ART recognizes that decision-making by leaders at UMass Boston is similarly constrained by data limitations. Fifth, the mid-stream shift in the charge had implications not only for representation, as noted in the prior subsection on membership. The original charge had a strong financial component, presented through the lens of “rationalizations” and “economic efficiencies,” with an emphasis on the smaller units. The amended charge stated that this was not “merely a financial efficiency exercise” and moved the focus to the “range in the size and scope of programs and people across units.” The subsequent process focused overwhelmingly on non-financial considerations and left key questions about the financial implications of UMass Boston’s current academic organization unanswered. The five scenarios identified and developed by the ART below in section VII (“Reorganization Scenarios”) each have financial implications, which in some cases receive tentative analysis but will need to be assessed further. Sixth, the global pandemic and closure of the UMass Boston campus meant that all meetings occurred online, typically through Zoom, introducing challenges for communication and collaboration.

B. Meetings

The ART received the charge in a meeting with Interim Provost McDermott on October 23, 2020, and subsequently held twelve other full-group meetings (for a total of thirteen full-group meetings between October 23, 2020 and April 9, 2021). The initial meeting reviewed the charge and allowed for a wide-ranging discussion. The next three meetings, between November 6, 2020 and December 4, 2020, focused on attempting to define the charge and identify limitations. Due

to concerns about leadership transitions, the ART met with Interim Provost McDermott, incoming Provost Berger, and Chancellor Suárez-Orozco on December 18, 2020, during which it received clarity about the charge and assurances that leadership changes would not impact reception of the final report. Subsequently, the group met on January 8, 2021, after which it established a timeline for completion that included weekly whole group meetings. In addition, between January and early April 2021, multiple rounds of subcommittees also met, typically weekly, so ART members attended, on average, two meetings per week during that period.

C. Subcommittees

On January 8, 2021, the ART met to define the data gathering processes, after which it developed a schedule for completion of the task that included stages for multiple rounds of subcommittee work focused on a) Research and Analysis, b) Deliberations (Brainstorming), and c) Report Production, as outlined in the following subsections 1 through 4. Between November 2020 and March 2021, there were also three different procedural subcommittees in charge of planning the process (Ad hoc Charge Definition and Task Exploration Subcommittee, Ad hoc Process Planning and Schedule Subcommittee, Ad hoc Voting and Recommendations Subcommittee). The shifting groupings were designed to ensure broad participation, voice, collaboration, and transparency in the development and execution of the ART process. Early subcommittee leaders were identified by the ART chairperson chosen by balancing the need for unit representation with task completion; later subcommittees were led by volunteers. In the end, eleven Task Force members took on the responsibility of leading Research and Analysis, Deliberations, and Report Production Subcommittees and eight volunteered for procedural subcommittees during the process of fulfilling the charge.

1. Procedural Subcommittees

Three different Subcommittees made up of volunteers convened at different stages to collaborate in defining procedures to facilitate the progress of the Task Force. They gathered group feedback, developed procedures, and then disseminated them to the whole group through the chairperson. The three different procedural Subcommittees were:

- *Ad hoc Charge Definition and Task Exploration Subcommittee*: This Subcommittee, composed of six volunteers (Douglas, Gauss, Morgan, O'Brien, Rokop, VanDeveer), convened in early December 2020, to prepare a statement and questions aimed at gaining charge clarity and assuring administrative partnership during the December 18, 2020 meeting with the Provosts and Chancellor. This Subcommittee played a critical role in facilitating a meeting that established a shared understanding with the administration of the ART charge and role.
- *Ad hoc Process Planning and Schedule Subcommittee*: Consisting of three volunteers (Gauss, Miller, Rokop), this Subcommittee developed the plan for the three phases of other Subcommittee work (Research and Analysis, Deliberations [Brainstorming], Report Production) as well as a schedule to guide the process to completion.
- *Ad hoc Voting and Recommendations Subcommittee*: Five volunteers (Edozie, Gauss,

Miller, Rokop, VanDeveer) developed the procedures for voting on scenarios and the process and timeline for completing the final report (see section VI, “Voting and Results”).

2. Research and Analysis Subcommittees

Between January 8 and February 12, 2021, ART members divided into four Research and Analysis Subcommittees. Each was led by a facilitator who guided subcommittee work, presented its analysis and conclusions to the ART, and prepared and disseminated subcommittee reports. Each Subcommittee met at least three times. Each gathered quantitative and qualitative data at UMass Boston and beyond, interviewed key stakeholders where appropriate, analyzed data, and produced substantive reports to inform the next phase of deliberations and the analysis included in the final report. The four Research and Analysis Subcommittees were (subcommittee leader names in bold):

- *Challenges Subcommittee*: This Subcommittee analyzed annual reports of academic units and surveyed or interviewed Deans and Faculty Council representatives to identify internal and external challenges currently facing UMass Boston and which might be affected by institutional organization. (Members: Branley, Brenner, Gengenbach, **Pantalone**, Reardon, Zeng)
- *Comparative Models Subcommittee*: This Subcommittee identified and researched nineteen peer and aspirational institutions and analyzed their organization. The goal was both to identify norms in higher education in comparable institutions as well as innovative options for UMass Boston’s organization. (Members: Edozie, Gauss, Morgan, Parayno, **Rokop**)
- *Student Views Subcommittee*: This Subcommittee conducted research across the University focusing on undergraduate and graduate research opportunities, interdisciplinarity and collaboration, and enrollments. (Members: Bussiere, Correia, DeMarco, Gauss, Grant, Hagar, **Poynton**, VanDeveer)
- *Research and Community Engagement Subcommittee*: This Subcommittee undertook research on the impact of organizational structure and behavior on research productivity. A goal was to identify research collaborations on campus, but weak data hindered this effort. It subsequently analyzed the organizational processes and support offices at UMass Boston. (Members: Douglas, Gauss, Macoska, Miller, O’Brien, Shiaris, **Stone-MacDonald**, Verma)

3. Deliberations (Brainstorming) Subcommittees

Between February 12 and March 5, 2021, ART members divided into four new Subcommittees, each including representatives from a cross-section of academic units and from each of the Research and Analysis Subcommittees, in order to brainstorm scenarios. Each Subcommittee met two to four times, as well as communicated regularly by email and other online formats. Each had a facilitator (facilitators: **Douglas, Gengenbach, Macoska, O’Brien**) who guided the Subcommittee through a process of brainstorming, discussions, and decision-making about

reorganization scenarios that fulfill the charge. Each Subcommittee developed up to four ideas to be presented to the ART on March 5, 2021. Subcommittees also submitted a brief on each recommendation that included: 1) a description of the recommendation, 2) an analysis of its trade-offs evaluated against the criteria provided in the amended charge, and 3) critical factors or questions to be considered in evaluating all scenarios.

A week later, on March 12, 2021, the ART convened again to hear presentations from representative(s) of each academic unit, as well as from student and staff representatives. This meeting was designed to provide representative(s) of each academic unit, as well as students and staff, with dedicated time during which they could present prepared remarks to the whole ART responding to the recommendations submitted by the Deliberations Subcommittees. Voting then took place from March 12 to March 15, 2021(see section VI, “Voting and Results”).

4. Report Production Subcommittees

After voting concluded on March 15, 2021, the five top-ranked scenarios were identified for further analysis. ART members then broke into five new Subcommittees tasked with developing the top-ranked ideas, including through expanding the description of each scenario, extending the intentional analysis of trade-offs, and identifying preconditions for scenario implementation. Each writing Subcommittee met two to four times and collaborated extensively online in their research, analysis, and write-ups. The five Report Production Subcommittees were:

- Scenario: Create a University College
 - Members: Bussiere, Correia, Morgan, **Rokop**, Poynton
- Scenario: Create a School of Graduate Studies
 - Members: Branley, Brenner, DeMarco, Grant, **Macoska**, Parayno
- Scenario: As Is
 - Members: **Edozie**, Gauss, Hagar, **Miller**, O’Brien, Reardon, Verma
- Scenario: Create a College of Engineering
 - Members: **Gengenbach**, Shiaris, **Stone-MacDonald**
- Scenario: Create a transdisciplinary College that combines SFE and MGS into a single academic unit
 - Members: Douglas, Gauss, Pantalone, **VanDeveer**

IV. Reorganization Principles and Preconditions

As the ART developed the top-ranked scenarios, a set of concerns emerged that generated key principles to guide future reorganizations. First, the scenarios should not be viewed or adopted without full engagement and response to the advantages and disadvantages of each, with full incorporation of the conditions that must be in place for it to succeed. Each scenario has implementation hurdles that cannot be divorced from the plan or structure proposed by the ART. Second, existing impediments to faculty, staff, and student success must be addressed before or alongside structural reorganization, including though not limited to the following areas: space,

resources, faculty and staff workload equity, and academic support offices. It has been difficult to discern which campus challenges stem from organizational inefficiencies and which stem from chronic under-staffing and under-resourcing. An administrative commitment to providing adequate resources and improving support processes is a necessary condition for any academic reorganization (and indeed for any academic structure as it currently stands) to succeed.

The ART also concluded that reorganization decisions must attend to the following factors:

- UMass Boston’s institutional priorities and mission
- Previously compiled data about structural problems on campus
 - PROGRESS Report (2017)
 - Faculty of Color Report (2019)
 - Office of Institutional Research, Assessment, and Planning (OIRAP) Report on Tenure and Promotion Decisions by Gender and Ethnicity (2019)
- Clarification of the relative importance of financial factors
- UMass System considerations
- Institutional placement of and (re)commitment to its institutes/centers
- Reorganization preferences of stakeholders and prior stakeholder planning
- Definition and operationalization of “right-sizing” of major academic units
- Incorporation of lessons learned from previous reorganizations
- Respect for shared governance

V. Organizing to Unleash UMass Boston’s Potential: Enhanced Administrative Structures and Supports for Academics

During the process of Deliberations about scenarios (see section VII, “Reorganization Scenarios”), a consensus emerged among ART members that regardless of any reorganization of the eight primary academic units that might be pursued by the administration, changes to shared academic support services must occur. The findings in this section result from research conducted by the Research and Community Engagement Subcommittee, whose purpose it was to analyze the impact of UMass Boston’s organizational structure on faculty and student research, scholarship, and community engagement and to identify any barriers to their fulfillment. The whole ART firmly supported these recommendations.

A strong caveat must first be added: the ART could not engage in a full cross-campus analysis of all administrative support offices. Thus these recommendations are not comprehensive, nor do they suggest that other offices, such as Enrollment Management, the Registrar, OIRAP, etc., are adequately organized, resourced, or staffed. As such, the ART recommends that all academic support offices receive an analysis of their staffing and resource needs. Moreover, they should be fully incorporated into upcoming cross-campus dialogue about UMass Boston’s future and their staffing and resource needs in order to support it.

Overall, challenges at UMass Boston stem, in part, from a lack of sufficient, coordinated support

for teaching, research, and community engagement. Individual faculty member and institutional characteristics are essential to fulfilling the University's mission, but productivity is much more likely when the institutional structural and behavioral organization supports it.

High-performing research universities are characterized by (sources for the following include: Berger; Bland; "Building"; Dundar; Lombardi; Pusser; Rhoades):

- **Strong leadership** that articulates clear long-term goals set by institutional- and unit-based leaders that are communicated clearly, consistently, and persistently, and that prioritizes socialization of faculty and administrators to be strong researchers, educators, and community members.
- **Cultures, structures, and practices** that foster collaborations and networks among faculty, both within and beyond the University. They treat teaching, research, and community engagement as linked endeavors, seeing them as additive rather than as existing at the expense of each other. Student growth outcomes are greatest in strong research and teaching environments that provide opportunities for community engagement. Educational productivity is enhanced by a "research-teaching-community nexus." Typical policies and support at research universities include:
 - External grant and contract solicitation and administration to further research and community engagement.
 - Strong mentoring programs and direct resources for faculty training and support.
 - Time for faculty and students to engage in research and community engagement.
 - Direct support to libraries, labs, and other facilities that support research, education, and community engagement.
 - Direct support to faculty and students through research funds, sabbaticals, internships, computers, and other resources.
 - Centers and institutes that stimulate innovation and productivity in research, community engagement, and teaching.
 - Logistical and financial support for graduate students and effective operational support for graduate programs.
 - Recognition and incentives for research production and community engagement, especially when they connect with student education.

Studies suggest that so long as organizational structure aligns with the University mission, there is a wide range of options to structure academics. However, the range of culture and processes to support the research university mission is narrower. Public research universities have been particularly affected by external factors that have shrunk their options to support the research-teaching-community nexus, including declining state support and shifting demographics that, along with growing pressures for efficiency, have encouraged behaviors that do not align with the mission of research institutions. At the same time, efficiencies cannot be ignored, since dwindling resources can undercut mission fulfillment, even if the current organizational structure and culture support it.

Yet, an institutional focus on the research-teaching-community nexus generates an efficient use

of resources. Indeed institutions gain income from research that is critical to expanding instruction (that is, there is an “income effect” where more research generates more instruction rather than a “substitution effect” where more research comes at the cost of instruction). Moreover, there is “a positive relationship between institutional prestige, research activity, and graduation rates” (Rhoades, 625-26). A first step toward cultivating the research-teaching-community nexus at UMass Boston is to implement the organizational structures and processes necessary to support each component of the nexus. At UMass Boston, this means that deficits in central administrative structures meant to support learning, research, and community engagement need to be addressed. The required improvements are reflected in the four following elements:

- Element A: Separate Graduate Studies from Research Organizationally and Increase Investment in Graduate Studies
- Element B: Establish and Adequately Resource an Office of Research and Innovation
- Element C: Expand and Adequately Resource an Office of Community Engagement
- Element D: Reinvigorate and Adequately Resource the Joseph P. Healey Library

The ART membership strongly agreed that enhancements such as these—standard elements at other universities—are required no matter how academic units at UMass Boston are organized, and each element should have its own experienced, visionary leader. Faculty and staff face suboptimal work life quality and unnecessarily high administrative burdens because of impediments posed by foundational aspects of the University’s support structure. Time and effort is routinely expended trying to overcome roadblocks posed by existing supports, with predictable outcomes, for example: lost graduate applicants due to long-processing times for applications, lost grant opportunities as a result of insufficient pre- and post-award grant/contract support, lost community engagement because the Office of Community Partnerships is poorly-resourced, and lost student research because the library is understaffed. Effective central organizational processes and supports are necessary conditions for success no matter the organization of UMass Boston’s eight academic units.

Element A: Separate Graduate Studies from Research Organizationally and Increase Investment in Graduate Studies (for further development of this idea, see: 1. Element B, and 2. section VII, subsection “Scenario: Create a School of Graduate Studies”)

Overview: UMass Boston combines leadership of Graduate Studies and Research in the same unit—the [Office of the Vice Provost for Research and Strategic Initiatives & Dean of Graduate Studies](#)—under that single administrator. The ART contends that [Graduate Studies](#) cannot fulfill the wide range of functions required of it at a research institution when combined into a single, chronically under-resourced entity with Research. The Task Force thus proposes that a separate unit led by a distinct leadership team be given responsibility for Graduate Studies.

Challenges: The Office of Graduate Studies engages in important administrative and educational functions. However, despite the hard work and good intentions of its staff, personnel cuts and

resource constraints have undermined the office's ability to perform current functions or to expand into providing ones that are standard at most research universities.

Comparisons: Most universities that are peer or aspirational institutions to UMass Boston have a College or School of Graduate Studies administered by a Dean who reports to the Provost (Appendix E). These Colleges/Schools of Graduate Studies address various aspects of graduate education and manage most or all aspects of graduate student activities on campus, whereas Research Offices manage and promote the research enterprise. With few exceptions, Graduate Colleges/Offices are independent of the Research Offices, which function under separate leadership.

- The ART review of nineteen peer/aspirational institutions revealed that seventeen had separate leadership responsible for the Office/College of Graduate Studies and the Office of Research. The two exceptions were Eastern Michigan University and the University of Missouri-Kansas City, where a single individual was responsible for both functions.

Solution: The ART proposes the separation of Graduate Studies from Research and the creation of an independent School or College of Graduate Studies.

- A unique individual, the Dean of Graduate Studies, would be given responsibility over Graduate Studies, rather than both Graduate Studies and Research. Consistent with most peer and aspirational institutions, the Dean of Graduate Studies would report directly to the Provost.
- Dedicated and well-resourced on-campus leadership in graduate education would manage graduate education policy development, implementation, and operations.
- Prioritizing graduate education in this way would heighten the performance, identity, and profile of Graduate Studies, increasing the likelihood that the Graduate Studies enterprise would grow steadily and function coherently.
- Enhanced support for master's and doctoral programs would raise UMass Boston's research profile and increase the production of skilled professionals, bolstering the University's reputation for scholarship and community impact. It would draw more students—undergraduate and graduate—and resources to the University, which would result in further financial and reputational benefits.
- No matter the organizational structure, the interrelationship between graduate and undergraduate education and research should be recognized and enhanced at UMass Boston, thereby bolstering both the research and educational missions of the University.

Element B: Establish and Adequately Resource an Office of Research and Innovation

Overview: As explained, UMass Boston combines leadership in Research and Graduate Studies into a single entity—the [Office of the Vice Provost for Research and Strategic Initiatives & Dean of Graduate Studies](#)—under one individual. Beyond Graduate Studies, this Office includes the [Office of Research and Sponsored Projects](#) (ORSP) and the [Venture Development Center](#)

(VDC).¹ The ART has concluded that to fulfill the range of functions required to support and advance faculty and student Research, UMass Boston should establish a dedicated, well-resourced entity—an Office of Research and Innovation—that focuses exclusively on developing the Research enterprise.

Challenges: The mission of ORSP is to “assist faculty engaged in externally funded research, instruction, community service, and other scholarly activities by providing direction, information, and technical assistance throughout the proposal and funding process.” ORSP engages in important administrative functions related to pre-award and post-award support and research compliance. However, despite the hard work and good intentions of its staff, personnel cuts and resource constraints have undermined ORSP’s effectiveness and the office’s ability to perform current functions or to expand into providing ones that are standard at most research universities.

- Faculty in all units report that the lack of adequate ORSP support impairs research productivity and student learning regardless of any college-level organizational structure. The New England Commission for Higher Education (NECHE) has brought up ORSP’s performance as an issue in the past without discernible improvements.
- Challenges inhibiting research and external fundraising at UMass Boston include difficulties identifying research opportunities, insufficient pre-award and post-award services, a lack of coordination of and incentives to cultivate cross-unit research networks, and weak mentoring for faculty or student (graduate, undergraduate) research.

Comparisons: A survey of R2 and R1 Doctoral Universities (Appendix F) revealed that all universities include an office that undertakes administrative functions equivalent to ORSP. The offices in R1 Doctoral Universities, however, undertake a range of additional activities critical to building and maintaining a thriving research enterprise.

- Most R2 Doctoral Universities that are peer institutions to UMass Boston have an Office of Sponsored Research administrative unit managed by a Vice Provost, Vice President, Vice Chancellor, or similar level official. R1 Doctoral Universities have an Office of Research managed by a Vice President, Vice-Chancellor, Sr. Vice Provost, or comparable position.
- Offices of Sponsored Research at both R2 and R1 universities manage sponsored research-related activities, including grant and contract management (pre- and post-award), state- and federally-mandated compliance activities,² and institutional research cores.
- R1 Offices of Research include additional activities in their portfolio, such as identifying

¹ The mission of VDC is to cultivate the launch of and investment in innovative technology or life sciences companies through visa sponsorship and business mentorship, connections, and resources. While the VDC would continue to be a part of the proposed Office of Research and Innovation, the discussion focuses on ORSP and other functions needed to enhance the broader research enterprise at UMass Boston.

² Institutional Review Boards; Institutional Animal Care and Welfare Committees; Institutional Biosafety Committees; Conflict of Interest reporting; Responsible Conduct of Research training, technology transfer, and others.

grant opportunities, facilitating and resourcing multidisciplinary research groups, partnering with external entities, advocating for university research efforts, overseeing, coordinating, and synergizing cross-campus research activities, overseeing research centers, administering and awarding internal funding/fellowship opportunities to faculty and students, and strategic analysis and assessment of campus research activity (e.g., data collection, identifying strengths/weaknesses and new/emerging opportunities). Some of these activities are listed on the UMass Boston [Research website](#), but oversight for these activities is not coordinated through a central office or unit.

- Offices of Research at other R2 and R1 universities rarely include oversight of Graduate Studies, which are typically organized separately.

Solution: The creation and implementation of an Office of Research and Innovation would provide central coordination and inclusion of R1-type activities, thereby facilitating the creation of new research groups, enhancing the sustainability of existing research efforts, and increasing the overall competitiveness of UMass Boston faculty for research program success and funding. It would also enhance student education by better providing research training and experiences to undergraduate and graduate students.

- A separate individual, the Vice Provost for Research and Innovation, would be given responsibility over Research. Consistent with peer and aspirational universities, the Vice Provost for Research and Innovation would report directly to the Provost.
- As with peer/aspirational institutions, a dedicated and well-resourced Office of Research and Innovation would:
 - Focus on and support research based on the mission and vision of the University, as well as on identified grand challenges.
 - Provide effective basic support for grantmaking, including grant and contract management (pre- and post-award) and state- and federally-mandated compliance activities.
 - Promote externally funded research across campus through, for example, grant writing workshops and internal grant reviews to assist faculty and students to write competitive grant applications.
 - Proactively build partnerships between UMass Boston and industry and government, and advocate for the University's research efforts through lobbying and research communication and coordination.
 - Serve as a fulcrum around which greater cross-unit collaboration could take place across campus, helping to formulate and cultivate cross-disciplinary research networks for faculty and students.
 - Facilitate engagement of undergraduate and graduate students in research and helping them to identify research opportunities.
 - Establish a formal relationship with the Council for Centers and Institutes through which opportunities for research could, in part, be encouraged and executed and interdisciplinary research networks established.
 - Identify and serve as a clearinghouse for federal, state, foundation, and other grantmaking and research opportunities for faculty and students.

- Growth in the UMass Boston research enterprise requires the adoption of a rational course buyout policy that encourages rather than impedes faculty research. There is wide variation in course buyout policies across campus, but the official policy of 17 percent for each course is suboptimal.
 - UMass Boston should adopt the course buyout policy recommended by the Research Committee of Faculty Council (Appendix G). This policy would entail 10 percent of a faculty member's salary to buyout of a single course.
 - University-wide adoption would increase consistency across units. This policy also represents a middle ground between the more expensive course buyout policies of R1 institutions and the need to promote and encourage increased acquisition of grants/contracts at UMass Boston. A more reasonable and consistent policy could improve UMass Boston's grantmaking activity and research reputation and portfolio.

Element C: Establish and Adequately Resource an Office of Community Engagement

Overview: Integral to UMass Boston's mission is to engage with and serve the urban and global community and to develop knowledge together that positively impacts those same communities. Community Engagement is also a highly valued activity that faculty, students, and staff are expected to undertake as a routine aspect of their positions; undergraduate students in particular are encouraged to participate in community service and service-oriented learning. The ART proposes the establishment of a well-resourced, staffed, and independent Office of Community Engagement that reports directly to the Provost. Broadly, the goal is to raise the profile and improve the fulfillment of this function critical to the University's mission. Specifically, the objective is to establish a unit that more effectively serves as the hub of Community Engagement on campus and better connects faculty and students to the community.

Challenges: UMass Boston has two offices—[Community Relations](#) and [Community Partnerships](#)—that self-describe as participating in Community Engagement. Suboptimal organizational placement and inadequate staffing and resources impede the breadth and depth of the University's ability to engage the community.

- The Office of Community Relations (OCR) and the Office of Community Partnerships (OCP) are organizationally part of the Division of Marketing and Engagement, whose mission is to "...serve as the primary point of contact and source of information about the University of Massachusetts Boston, university events, and achievements."
- The mission of OCR is to "...serve as the liaison between the University of Massachusetts Boston and its surrounding communities, representing the university in community organizations and activities whose missions are closely aligned with that of the university." With just one staff member, the OCR serves primarily as a liaison with surrounding communities.
- The mission of OCP is to "...identify, strengthen, and support the creation of collaborative community partnerships that advance our mission as Boston's public

research university." It serves as an information hub and strategic coordinator of the university's engagement, sponsoring or co-sponsoring several special initiatives. The OCP is staffed by just a full-time director, a graduate assistant, and an undergraduate assistant. A Campus Leadership Advisory Group composed of campus faculty active in Community Engagement efforts provides high-level guidance to the OCP.

Comparisons: A survey of similarly sized urban peer institutions that, like UMass Boston, hold a Carnegie Foundation Elective Community Engagement Classification, reveals considerable variation in how Community Engagement activities are administratively organized and targeted. UMass Boston's OCP appears to lie in the middle of the organizational spectrum (Appendix H).

- The University of Memphis and University of Maryland Baltimore County have well-developed administrative structures for Community Engagement. They are organized at the institute or center level, have clear mission and vision statements, are well staffed, have internal and external advisory boards, and have robust institutional and external support.
- Other institutions such as Old Dominion University list Community Engagement activities on a website that is not evidently linked to any particular administrative unit.
- Still others, such as Wright University and the University of North Carolina Wilmington, have bounced Community Engagement activities through a succession of administrative units and then, finally, decentralized them to separate colleges.
- UMass Boston's OCP is a functional Office with full time staff engaged in a small number of community-based programs and initiatives. However, the OCP is hindered by its administrative placement and low resource level.

Solution: The ART proposes establishment of a well-resourced, staffed, and independent Office of Community Engagement that reports directly to the Provost.

- Given the nature of the OCP, it does not likely belong within the Division of Marketing and Engagement. Moreover, given the importance of Community Engagement to UMass Boston's mission, the level of resources allotted to the OCP is not sufficient to allow it to fully develop its role as the campus hub of Community Engagement or to assist with service-learning activities that benefit both students and communities.
- Ideally, the Office of Community Engagement would serve, in part, as a fulcrum around which greater cross-unit collaboration could take place on campus, facilitating connections among faculty, students and centers/institutes and fostering cross-disciplinary networks that engage in shared research, teaching, and service-related activities with the community.
- The Office of Community Engagement would recognize and encourage the range of Community Engagement activities across settings, whether local, state, regional, national, or global. It is particularly important that, as the capital city's only public research university, UMass Boston contributes to the local and state community. Nevertheless, impact beyond the state's borders is clearly important and should also be valued and cultivated.
- A formal relationship should be established between the Office of Community

Engagement and the Office of Research, since Community Engagement and service activities, including knowledge generation through community-based participatory research, often requires the acquisition and management of external funding.

- Incentives for Community Engagement should be provided by recognizing such on annual faculty reviews (AFRs) and in tenure and promotion.

Element D: Reinvigorate and Adequately Resource Joseph P. Healey Library

Overview: Libraries are the beating heart of an academic institution – a thriving hub for students, faculty, and staff that promotes knowledge production and dissemination, transdisciplinarity, a learning community, and community engagement and collaboration. Studies also recognize their important role in promoting equity through providing open access to acquisitions (materials, databases, software, etc.) and programming. Despite heroic efforts by UMass Boston librarians and library staff, Healey Library falls short of fulfilling these goals. The ART endorses in full the five goals laid out in the 2018-19 “Joseph P. Healey Library Annual Report” (Appendix I). The ART was pleased to learn of commitments by Provost Berger to improve funding and staffing at Healey Library in the near future, but much more remains to be done. The ART wants to see full solutions implemented.

Challenges and Comparisons: Small and declining budgets and low staffing levels limit the ability of Healey Library to bolster the University’s educational, research, and community engagement missions. It lags behind in print acquisitions, inhabits an aging and deteriorating physical infrastructure, and must rely on other colleges and libraries to gain access to materials. By every measure, UMass Boston’s investment in Healey Library lags behind its peers.

Acquisitions

- Prior to 2016, Healey was able to develop its collections and databases. However, the physical book procurement budget fell by 65 percent between FY2016 and FY2017 and then was cut by another 87 percent between FY17 and FY18, so that it then stood at just to \$20,000. As a result, its self-identified aspirational peer – University of Maryland Baltimore County (UMBC) – now has 62 percent more physical items than UMass Boston. Currently, the library is not even able to buy the publications produced by its own faculty or needed for classes, let alone engage in innovative collection and database development.
- The gaps in library budgets between UMass Boston and UMBC (26 percent less in 2019 for total materials expenses and 86 percent less for physical materials, i.e. books) document Healey Library’s need for additional support to build its holdings to levels that can adequately support the research, teaching, and learning activities of faculty and students.
- UMass Boston lags significantly behind its peers in acquiring print books, media, and serials for its collections, with no allocation for single purchases of books and thus an extremely limited acquisitions program. The Library has allocated its

available funding to e-book and streaming media acquisitions, which allow for wider access. But in many cases, these are ongoing subscriptions that would be better converted to purchases in order to build more stable collections.

Staffing

- Although Healey Library is serving more students (15 percent more by FTE) and faculty (37 percent more) than UMBC, it does so with a much smaller library staff (51 percent fewer), according to the 2019 Integrated Postsecondary Education Data System (IPEDS) (the most recent available data).
- The lack of librarians is especially evident in the reference area, where the staff consists of just four generalists who cover all reference consultations and instructional sessions. Most research universities have a liaison program that connects specialist reference librarians with departments with whom they collaborate to build and curate collections. Specialists also develop specialized materials for teaching. Their connections to both research and teaching make them especially important and efficient for building the research-teaching nexus, that is, the networks and collaborations that are essential to innovative, cross-campus research and teaching.
- Overall staffing levels have dropped over the years from more than 40 librarians in FY1999 to 26 in FY2019. Healey Library is severely understaffed compared to peer institutions, even when controlling for student enrollment differences. UMass Boston serves 7 percent more students and 37 percent more faculty than UMBC but has 51 percent fewer library staff. In comparison to other university libraries in Massachusetts (Lowell, Amherst, Dartmouth, plus the MA state universities in Bridgewater, Fitchburg, Framingham, Salem, and Worcester), UMass Boston has 509 students per librarian as compared to an average of 370 per librarian at the other institutions.
- To bring UMass Boston to the average of these nine universities, when controlling for students FTEs, Healey Library should have 43 library staff (it currently has 26). As a result, the library cannot fully carry out critical functions, including in the areas of scholarly communication and open education resources, expanding instructional programs, optimizing access and discovery systems, undertaking evidence-based collection development that includes faculty feedback, and extending service to meet the needs of UMass Boston's 24/7 student population.

Physical Space

- A thriving academic library balances comfort, sociability, and workspace. While many spaces on campus are run-down, very few of them play such a vital role in supporting the interconnected intellectual, social, and mental health of every student on campus. Moreover, libraries are drivers for equity in providing space and resources to all stakeholders, regardless of background. The Healey Library building, including the space and physical plant, are run down and negatively

impact students, staff, and collections.

- Mitigation of these problems is currently handled with Facilities on a case-by-case basis with input from the newly established Library Renovation and Beautification Committee and in accordance with the campus' capital planning process.

Reliance on Other Libraries

- Healey Library has been forced to rely on the investments made by other colleges and universities in their libraries to meet campus needs. Healey Library is currently classified as a “Net Borrower” within its Interlibrary Loan networks, receiving 67 percent more interlibrary loans than consortium peers and providing 54 percent fewer interlibrary loans to those networks.

Solutions: The Library is singularly capable of building and supporting transdisciplinary and transformative knowledge production and dissemination. As the only academic unit that so fully connects all parts of the University mission, any reorganization must incorporate the support and development of the Healey Library into a hub in the research-teaching-community nexus. To fulfill its role in the University mission, Healey Library must be enabled to expand and grow. This entails increasing the Library's acquisitions and staffing and renovating the physical space.

- Acquisitions needed to develop collections and databases should be supported on the level required to build a research library on par with peers. The ART recognizes the commitments by Provost Berger to improve acquisitions and staffing at Healey Library in the near future, but much more remains to be done.
- The Healey Library staff have provided herculean service given the ways in which their mission has been undermined by the issues above. The library's most significant challenge is its critically low staffing level. Healey Library staffing must be brought up to the levels of peer institutions and fellow UMass campuses.
- The use and condition of space sends a message about what an institution values. Libraries are drivers for equity in providing space and resources to all stakeholders, regardless of background. As a center for study and research for all students on campus, the current space at Healey Library tells students that their learning is not valued, despite the efforts of Library staff to convey the opposite. The library space must reflect the values that UMass Boston places in learning and in its students.

VI. Voting and Results

The Ad hoc Voting and Recommendations Subcommittee consulted with the ART to develop the voting procedure to rank the ideas submitted by the Deliberations Subcommittees. They recommended two confidential votes: the first was a ranked choice vote that allowed each voting member of the ART to rank the submitted ideas from 1 to 14; the second was a direct vote that allowed voting members to identify up to five ideas that they indicated must be included as a

scenario to be fully developed in the final report, and five ideas that they deemed must be excluded from full development as a scenario. Voting took place between March 12 and March 15, 2021. The results were:

Rank	Idea	Score*	Yes-No
1	Create a University College	61	19-0
2	Create a School of Graduate Studies	92	17-0
3	As Is	109	15-2
4	Create a College of Engineering	124	11-2
5	Combine SFE and MGS	133	11-7
6	School for the Environment Standalone	140	7-4
7	Rename College of Management to College of Business	146	7-3
8	Create a School for the Arts	152	6-6
9	Restructure and Rename CLA	167	2-3
10	Create a College of Integrated Sciences with all bench and field sciences	195	4-14
11	Move MGS into CLA	208	2-12
12	Create a University College with Honors College redesigned/incorporated as a program	224	4-16
13	Combine select CLA depts with MGS	225	5-13
14	Create a Transdisciplinary College	229	1-15

* Scores were produced by adding the rankings (e.g., an idea that was ranked 1 by a voter received 1 point for that vote, and an idea that a voter ranked 14 received 14 points; thus the highest ranked ideas produced the lowest scores). Three of twenty-four respondents abstained from ranking the scenarios.

The strong support for the ideas that ranked 1 to 5, indicated both by their ranking and high (double-digit) favorable votes, led the Ad hoc Voting and Recommendations Subcommittee to recommend that they be developed into full scenarios. ART members discussed this recommendation, with some expressing concern about the lack of full consensus around the ideas ranked 4 (with 46 percent in favor and 8 percent opposed) and ranked 5 (with 46 percent in favor and 29 percent opposed). The vast majority of ART members who weighed in supported the inclusion of ideas ranked 4 and 5 as fully-developed scenarios.

The remaining ranked ideas (6 through 14) are broken into two subgroups in this report. The first subgroup includes ideas ranked 6 and 7, which received single-digit favorable votes, though still more than their unfavorable votes. In recognition of this, these two ideas receive a slightly longer description and development of trade-offs. Ideas ranked 8 and 9 received ambivalent responses, and those ranked 10 through 14 received very strong opposition, so those ranked 8 through 14 receive only short evaluations in this report. The descriptions of ideas ranked 6 through 14 are in section VIII, “Other Ideas Considered by the ART.”

VII. Reorganization Scenarios

Each of these five scenarios intentionally incorporates an array of views from across the University, reflect comparative analysis with other R2 institutions, and draw from the extensive research and analysis undertaken by the ART. The ART is highlighting these five select scenarios as ones that received high levels of support on the Task Force and which the administration might consider for further analysis as it moves through strategic planning. The scenarios begin on the following page.

Scenario: Create a University College

Rank 1 (Voting: Score 61; 19 in favor and 0 opposed)

Scenario and Rationale: Currently, all students entering UMass Boston, including “undecided” and “undeclared” students, must choose a college. It may be quite difficult or confusing for an undecided student to choose a college – and the “University College” model would be one solution. For example, in the current system, a student interested in getting a BS in the health or life sciences might not know whether to pick CNHS (e.g. Exercise Health Science major), SFE (e.g. Environmental Science major), CLA (e.g. Psychology major), or CSM (e.g. Biology major). If this student joined University College, they might choose a meta-major such as “Exploratory Health and Life Sciences.” Through University College, they would take coursework and receive advising specifically designed to help them make decisions between a range of majors and careers. After one to three semesters, they would then declare a major, and join the relevant college. Available data suggest that this model may improve retention and graduation rates.

Data from UMass Boston, indicating significant issues impacting undecided students:

- UMass Boston loses 49.9 percent of undecided students within two years (based on 2-year retention rates). For more on retention rates, see Appendix J.
- Graduation and retention rates are significantly lower (e.g. graduation rates are over 10 percent lower) for undecided students compared to declared students.
- 51 percent of UMass Boston students entering as freshmen switched their major at least once.
- 60 percent of undecided students in CLA and CSM do not declare until their third year.

Summary of issues addressed by this scenario (expanded below under “Benefits”):

- Students: This scenario could benefit students in terms of:
 - *Retention*, especially of first- and second-year students.
 - *Equity*, given UMass Boston’s proportion of first-generation college students, and that its students may be aware of only a fraction of available career options.
 - Making *informed decisions* about majors and careers using strategic advising.
- Faculty: This scenario addresses *workload balance* by giving faculty from graduate-heavy colleges the opportunity to teach and advise undergraduates.
- Academic units: This addresses the *balance in the size of academic units*, as it could:
 - Significantly reduce the number of undergraduates in larger colleges.
 - Give smaller colleges the ability to invest in recruiting more undergraduates, and the flexibility to determine how much they want to invest in this process.

Promising data from peers utilizing a University College model and/or meta-majors:

- At Kent State University:
 - Since University College was established: Retention rates and rates of persistence to junior year have both increased 9 to 10 percent for exploratory students. And 6-year graduation rates have increased 16 percent for exploratory students.
 - 86 percent of exploratory students declare a major by 45 credits.

- 8 out of 10 students graduate in the major they declared from Univ College.
- Georgia State University implemented meta-majors and saw a 30 percent reduction in students changing majors.
- At Rhode Island College, retention rates increased 16 percent in the three years immediately after implementing meta-majors.

Benefits/advantages:

- **Positive impacts on students:**
 - *Retention*: A University College invests in the students it already has by working to increase their retention (a corollary is increased efficiency as it substitutes higher retention rates in place of efforts to recruit new students to replace the ones who leave UMass Boston).
 - *Equity*: This model is particularly impactful for a university such as UMass Boston that has a significant proportion of first-generation college students, who:
 - May not receive extensive advice from their support system regarding options for careers and majors.
 - May be aware of only a small fraction of careers available to them.
 - *Advising*: Enhanced advising is designed to enable undecided students to make *informed decisions* about majors and careers. University College uses a *strategic advising model* that:
 - Focuses on decisions about careers, not just on majors.
 - Uses careers-focused courses and events to expose students to a broad range of careers and majors across all colleges.
 - Uses guided course selection to encourage students to form their schedules by taking classes from each major they are considering, along with University College-specific seminar coursework.
- **Positive impacts on faculty**: This model addresses *workload balance* because it gives faculty in currently graduate student-heavy colleges an opportunity to be “lent” to the University College for undergraduate teaching and advising.
- **Positive impacts on current academic units**:
 - Larger colleges that have a significant number of undecided majors (CLA, CSM) would have fewer undergraduate students.
 - In CLA in F20, there were 4714 majors, of which 678 were undecided.
 - In CSM in F20, there were 3397 majors, of which 266 were undecided.
 - It is possible that a significant fraction of these 944 students might have chosen another college if they had the chance to be advised as truly undecided students (not undecided within a particular college).
 - For example, perhaps a significant number of students in Psychology (CLA) or Biology (CSM) might have chosen Environmental Science (SFE) or Exercise Health Science (and soon Public Health) in CNHS.
 - Larger colleges like CLA and CSM have lower retention rates, which may be in part due to the high proportion of undecided students.

- Smaller colleges and schools will have the chance to interact with undecided students to give them a better understanding of their full range of options.
 - Ultimately, this may lead to more undergraduates choosing majors in colleges/schools that they might not have been aware of or understood.

This scenario contributes to multiple facets of the UMass Boston mission:

- *Undergraduate education*: by creating an interdisciplinary college that helps students make informed decisions about majors and careers
- *Community engagement*: by creating opportunities for students to learn about careers and majors by attending events and interacting with people from:
 - Local industry, to drive interest in high growth areas of the workforce
 - The Office of Community Partnerships (hands-on experiences can greatly impact students' views on careers in a range of types of organizations)
 - Career Services
 - Faculty from all colleges
- *Research and Graduate Education* could also potentially interface with this model, as:
 - Students within University College could be exposed to these components, as part of their journey to determining their majors and careers of interest.
 - Graduate students might teach University College courses (using a model similar to the Honors College graduate training course “the Honors Teaching Seminar”).

Costs:

- This scenario requires a *strategic investment* to create the new college (but this investment may not be very large if inefficiencies in the current advising model are identified; this model could be used to strategically address current inefficiencies).
 - A University College requires *no increase in the total number of courses* at UMass Boston; rather, a subset of students would take sections of their Gen Eds – such as FYS or IS courses – within University College.
- *Ample discussion* among all stakeholders would be required to determine how resources (e.g. faculty, advising staff) would be allocated to the new University College.
 - A few *key initial design questions* (see peer models below for details) include:
 - Is University College for undecided students or for all incoming students? (The Task Force recommends starting with only undecided students.)
 - Which cross-campus centers/functions are within the University College?
 - How many meta-majors (and which ones) should be established?
 - How many courses (and which courses, e.g. First-Year Seminars, Intermediate Seminars, and perhaps also dedicated sections of English 101 and 102) should be offered through University College?
 - This would also interface with any upcoming changes to the Gen Ed curriculum.
- *Thoughtful and intentional design* so that a new University College would address challenges, rather than exacerbate them:

- Creating a *sense of belonging* (University College should reduce the stigma of being undecided by fostering a sense of community and meaningful connection to UMass Boston.)
- Easing the *process of changing paths* (University College should make changing paths easier, rather than creating or exacerbating barriers.)
 - Barriers to some paths exist in certain colleges (CM, CNHS, etc.) because certain courses are only open to majors in those colleges.
 - University College shouldn't make these barriers harder to navigate.
 - Some students are “*undecided*” (i.e. they haven't chosen a major) but others are “*undeclared*” (e.g. they want CM or CNHS but don't yet have the prerequisite courses, GPA, or number of credits to apply).
 - UCollege students could choose any First-Year success community on campus, or alternatively a University College-specific success community.
- Improving *graduation rates* (University College can shorten the time to graduation.)
- Improving *retention rates* (This benefits students and is efficient for UMass Boston as a whole –retaining current students is cost effective.)

Initial thoughts on the logistics of structuring and staffing the college:

- It may make most sense to think about the structure of this college in relation to the one other college on campus that currently houses students from all academic areas, namely the Honors College. In that sense:
 - Some faculty and staff could be *devoted* to the University College.
 - Some faculty could be *joint appointments* with the University College.
 - Some faculty might *cross-list* courses with the University College.
 - Other faculty could be “lent” to the University College (which can be done strategically, in order to engage faculty who may have fewer opportunities in their “home colleges” to teach and advise undergraduate students).
 - Some colleges may lend grad students for training-while-teaching experiences.
- The “*lending*” model gives *flexibility* to each department to vary their investment:
 - Smaller and/or graduate student-heavy departments could choose to lend more faculty for teaching and advising to increase undergraduate student recruitment.
 - Who (and how many) is lent can vary on a semester-by-semester basis.
 - Lending may work well for smaller departments that are trying to recruit more students; lending their faculty is one way to fulfill their faculty members' teaching loads, if not all courses in the major fill enough to run.
 - For consistent investment, smaller colleges could hire joint appointments.
 - Larger and/or undergraduate student-heavy departments may choose to lend fewer faculty.
- The University College might run dedicated First-Year Seminars and Intermediate Seminars (and possibly also dedicated sections of English 101 and 102) because:
 - They can be taught by faculty from any discipline and in interdisciplinary ways.
 - They are specifically intended for first- and second-year students.

Peer models of University Colleges at institutions on the ART peer/aspirational list (see Appendix A):

- Kent State University (KSU)
 - A very large number of offices (it is not just for undecided students), such as: McNair, Career Services, Community Partnerships, Advising Center, Testing Center, etc.
 - \$7.5 million in grant funding over the last six years (and collects compelling data for these grant applications)
 - Briefly experimented with advising all incoming students
 - First Year Experience courses (taught by faculty from around campus)
 - Students remain in University College (i.e. they go on to have two college homes, and they have graduation ceremonies from both colleges)
- Arizona State University (ASU)
 - Four exploratory tracks located within University College
 - Three exploratory tracks exist in other colleges
 - Exploratory tracks include four required 1-credit courses
 - All students have access to peer coaching with a first-year success coach
- University of Missouri Kansas City (UMKC)
 - Four meta-majors
 - Faculty, from an array of disciplines, serve as mentors through the students' UCollege Seminar Series (for which students get Gen Ed credits)
 - Each student meets with their Retention Coordinator at least once per term

Peer models of University Colleges at universities not on the ART peer/aspirational list:

- University of North Carolina (UNC) Charlotte
 - Provides five First-Year Seminar options
 - Students can join a learning community for undecided students
 - Students meet with academic advisor regularly, and participate in “What can you do with a major in...” programming
- University of Texas Rio Grande Valley (UTRGV)
 - Houses Learning Center (akin to UMass Boston's Reading, Writing, and Study Strategies Center [RWSSC]), “supplemental instruction leaders” and peer tutors, a Writing Center, a mental-health counseling center, and “JumpStart” (similar to UMass Boston's Directions for Student Potential [DSP] program)
 - Offers a four-phase process for exploratory students: (i) “Self-discovery” using technological tools; (ii) “Unearth Your Passion” linking to student organizations and experiential learning opportunities; (iii) “Exploring Possibilities” via the course UNIV 1301; and (iv) “Ready to Declare”
- University of Rhode Island (URI)
 - Includes Academic Enhancement Center, Transfer Resource Center, new student programs (e.g. orientation), and the Center for Career & Experiential Education
 - For all incoming students (not just undecided students)

- All incoming students take URI 101 “Planning for academic success” (1 credit)
 - Undecided students also take UCS 270 “Academic and Career Decisions”
 - Added eleven professional advisors to UCAS in Fall 2016
- Indiana University of Pennsylvania (IUP)
 - Students take 2 credits of coursework specific to University College, and also linked classes co-taught by professors from different disciplines
 - A “major declaration” celebration at the end of every term
- Middle Tennessee State University (MTSU)
 - Univ College manages online programs and adult degree completion programs
 - Only one professional advisor for all undecided students
 - Improved freshmen retention overall from 68 percent to 76 percent in three years due to increased emphasis on advising tools and data analytics
- Western Michigan University (University College is currently in development)
 - Website shares a wide variety of planning materials
 - Large number of stakeholders involved in planning
 - Actively recruiting a donor for this naming opportunity

A few suggested next steps to explore this scenario further (the ART has gathered data and conducted interviews with representatives from each of the groups below, but recommends the University undertake a more comprehensive analysis):

- Interview *peer universities* and investigate whether there are available data on the impact of this model on student retention and graduation rates.
 - Explore available data (from UMass Boston and peer institutions) on issues pertaining to undecided students, and on the impacts of “meta-majors” and other related strategies.
 - Undertake a detailed exploration of data on issues pertaining to equity and persistence.
 - The ART conducted a preliminary analysis of UMass Boston’s OIRAP report on “Major Switch Analysis.” The ART recommends a more detailed exploration of data on:
 - The finding that students of color switch majors more frequently.
 - The impact of switching majors on retention and graduation rates.
- Interview *advising staff* in the University Advising Center, advising staff in each college/school, staff involved in First-Year Success Communities in each college/school, and staff involved in related offices/programs on campus (e.g. Career Services, Connected Futures, the Explorers living and learning community, etc.).
- Interview *faculty* in currently graduate student-heavy colleges/schools to gauge their interest in potentially using an opportunity like this to engage more with undergraduate teaching and advising.
- Obtain feedback from current UMass Boston *undergraduates* who are undecided in various colleges/schools (e.g. through interviews, focus groups, surveys, etc.).

Scenario: Create a School of Graduate Studies

Rank 2 (Voting: Score 92; 17 in favor and 0 opposed)

Scenario Overview: This scenario would reorganize all Graduate Studies activities into a School of Graduate Studies led by a Dean reporting to the Provost and Vice Chancellor for Academic Affairs. This proposed School should be separate from the Office of the Vice Provost for Research and Strategic Initiatives with specific functions congruent to Schools/Colleges of Graduate Studies at other R1 and R2 (Carnegie Classification) Institutions of Higher Education. See **Figure I** for functional areas of interest.

Rationale: An Academic Reorganization Task Force review of nineteen peer or aspirational universities showed that fourteen have a single centralized College or School of Graduate Studies organizational unit administered by a Dean who reports to the Provost, whereas three have a Graduate Studies Office, and one (Northeastern University) decentralizes this function to individual colleges. Example peer/aspirational R2/R1 universities with a single centralized Graduate School include Eastern Michigan University, Florida Atlantic University, and University of Maryland Baltimore County. Example peer/aspirational universities with a Graduate Studies Office include UMass Lowell, Kent State University, and Indiana University - Purdue University Indianapolis (see Appendix E).

UMass Boston has not invested sufficient resources in the current Office of Graduate Studies, thereby undermining the University's graduate education mission.

- UMass Boston has one of the lowest Graduate and one of the highest Undergraduate to Graduate enrollments among R2 Universities (see **Table I**). This reflects significant deficiencies by the institution in organizing and promoting Graduate Studies.
- Substantial under-resourcing of the Office of Graduate Studies is a widespread complaint, in terms of funding (e.g., the number and generosity of assistantships) and staffing. For example, delayed software upgrades and 2017 staff layoffs have impacted (a) the external-facing application and (b) the internal-facing application management, with damaging results (e.g., over 50-day delays in processing applications, mailing of erroneous admission decision letters).

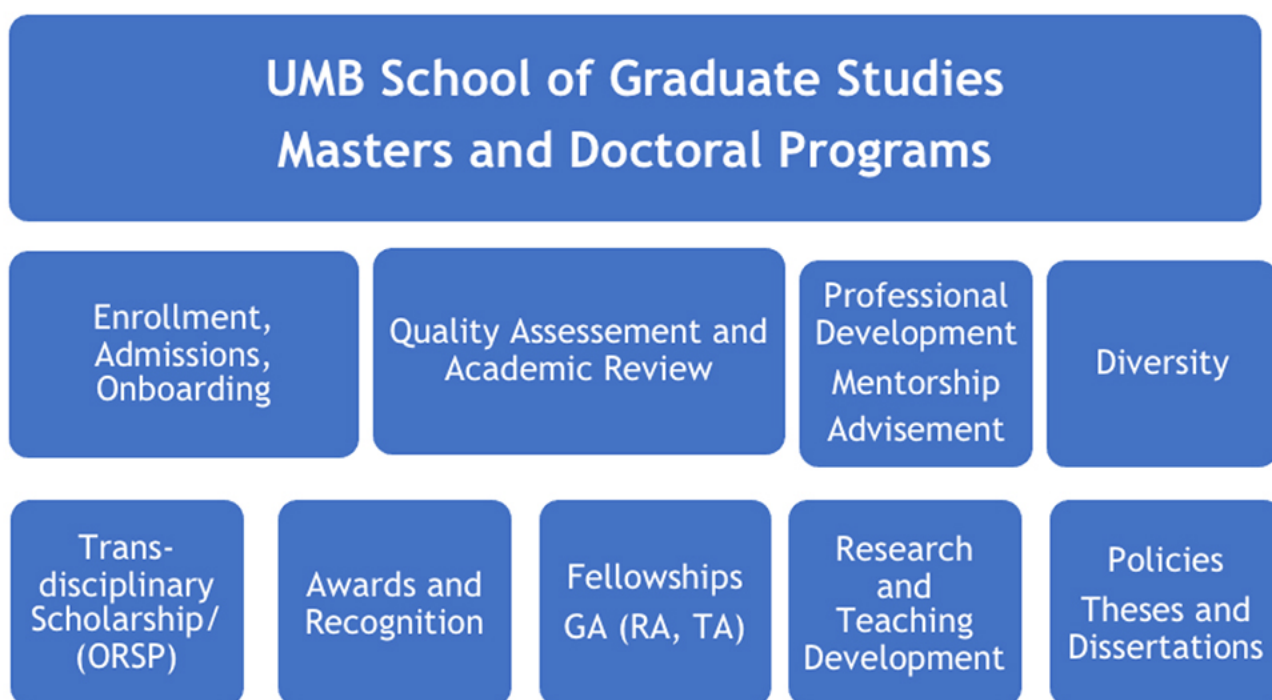
Table I. Graduate to Undergraduate Ratios at Peer Institutions

2018-2019 Student Enrollment	University of Massachusetts Boston	University of Massachusetts Lowell	Ball State University	University of Memphis	Bowling Green State University	Cleveland State University	Howard University	University of Maryland Baltimore County
Graduate*	2,898	4,238	5,724	4,000	2,682	4,070	2,896	7,100
Undergraduate	12,595	14,004	16,789	17,378	15,103	11,784	9,689	11,060
Ratio of U:G	4.3	3.3	2.9	4.3	5.6	2.9	3.3	1.6

* Masters and Doctoral

Key Components: Colleges/Schools of Graduate Studies have components that address graduate admissions and education and manage most or all aspects of graduate student activities on campus. **Figure I** displays the key components that could comprise a University of Massachusetts Boston School of Graduate Studies. This School would work in partnership with academic departments to oversee policies and processes that guarantee the academic integrity of campus graduate programs, manage campus appointments, help identify academic and professional development opportunities for graduate students, and provide a wide range of support services and programming to support student needs. Together, these activities would enrich and advance the graduate school experience for all students and build a student-centered culture with a commitment to inclusion and innovation.

Figure I. Key Components of a School of Graduate Studies



Graduate Marketing, Enrollment, Admissions and Onboarding

- Provide a central portal for information about graduate studies, provide counsel to prospective students, accept applications from prospective students, and assist newly admitted students with transition to campus and graduate studies.
- Work with academic units to develop strategic and integrated marketing initiatives to promote graduate programs, and to cost-share digital marketing initiatives.
- Provide a central resource for describing campus research activity and identifying programs/faculty of potential interest.

- Provide a 'list' of approved academic majors and degrees offered (Master's or Doctoral).
- Establish pathway programs that educate and mentor undergraduate students in opportunities for master's level study (including 4+1 programs), and undergraduate and master's students in opportunities for doctoral level study, whether in pursuit of research (e.g., PhD) or professional degrees (e.g., MD, JD, DNP), thereby spurring growth in graduate enrollment.
- Develop a streamlined and integrated graduate enrollment funnel that works directly with college units from the applications stage to acceptances to deposits and enrollments.

Teaching and Scholarly Work Support (emphasis on transdisciplinary opportunities)

- Increase graduate student awareness of internal and external teaching, service, research, internship, and future job opportunities.
- Provide workshops, training, and more effective mentoring for teaching and research.
- Work with academic units to publicize professional conferences and workshops of interest to master's and doctoral students.

Special Programs that Support Student Professional Development (Mentoring/Diversity)

- Provide development opportunities, career preparation and guidance that enhance the graduate student experience and enable success in further study or in the workplace. Create a sense of community for students.
- Create "space" for graduate students who represent various groups (e.g. Women in STEM, LGBTQ graduate students, Black Graduate Student Union) to organize events and work with faculty across campus.
- Provide mentoring programs for first-generation graduate students using peer mentors and faculty.
- Celebrate diversity, encourage inclusion, and positively influence the graduate learning community.
- Assist in recruiting underrepresented populations for graduate study and coordinate a broad array of events and services designed to support students from their acceptance to graduation (alumni status).
- Implement a Graduate Writing Center to assist students with developing and enhancing written communication skills.
- Provide resources for graduates to identify employment and/or additional educational opportunities.

Thesis and Dissertation Guidance and Publication Support

- Provide guidance on dissertation preparation and writing support.
- Provide information regarding suggested schedules for dissertation dissemination to committees and for the dissertation defense, as well as deadlines for final submission/dissertation deposit.

Fellowship and Teaching Assistant Assignment and Support

- Work with the Office of the Provost to increase UMass Boston's competitiveness for doctoral and master's students by providing sufficient numbers of economically viable

graduate assistantships that recognize the high costs of living in the Boston area, and to assign appropriate and equitable graduate assistantships (GAs) to campus units.

- Train teaching assistants (TAs) and research assistants (RAs) to develop their pedagogical/research skills.
- Provide information on sources of Fellowship support.
- Provide workshops for fellowship application composition and submission.

Awards and Recognition

- Provide a central hub for University-level awards for students in recognition of excellence in teaching or research.

Quality Assessment and Academic Quality Review

- Work with academic units to provide data collection and analyses to create an evidence-informed approach to assist students and to create policies promoting equity and fairness. Provide and/or evaluate data to assess Graduation Rates; Student Satisfaction; Learning Outcomes; Mission/Vision evidence in Curriculum and Faculty; Resource Adequacy.
- Create student success initiatives with academic units to enhance graduate student progress toward graduation.

Policy Hub for all Graduate Programs (informed by Assessment)

- Develop and support common graduate program policies across the University.
- Increase and centralize support for graduate programs, graduate program directors, and graduate faculty (e.g., a centralized office for managing internships; multiple Assistant/Associate Deans to each oversee admissions, student affairs, academic affairs).
- Work with the Office of the Provost and Academic Affairs and academic units to publicize particular master's and doctoral programs of strategic importance (e.g., those that assist with the achievement of strategic initiatives).

Potential Benefits: A School for Graduate Studies would serve as a central hub for graduate studies across the spectrum of providing information to, and recruiting, prospective students; facilitating the admissions process; guiding admitted students through their transition to campus; functioning as the primary source for information related to dissertation preparation, defense, and graduation; and creating a sense of community for graduate students on campus. The School would provide the basis for growing graduate studies at the University, thereby strengthening faculty research, increasing competitiveness for external funding and increased revenue, and enabling movement toward R1 designation.

A School of Graduate Studies would:

- Facilitate the development of a Mission and Strategic Plan for Graduate Studies.
- More effectively advocate for graduate education relative to other resource needs/activities.
- Increase the research 'face' of the University with positive consequences for attracting and retaining quality faculty and students.

- Improve marketing of graduate study at UMass Boston, both on and off campus.
- Help bring University of Massachusetts Boston closer to undergraduate/graduate enrollment ratios at most similar R2 Universities (see **Table I**).
- Help position the University to move from R2 to R1 Carnegie Classification of Institutions of Higher Education.
- Produce a smoothly operating admissions process that is more centralized and equitable and does not undermine recruitment/enrollment.
- Make the distribution of GA-ships across the University more equitable.
- Increase oversight on course offerings across the University, thereby decreasing redundancy and maximizing transdisciplinary opportunities.
- Emphasize graduate student development as scholars-to-be on a pathway to further study or work as researchers or professionals.
- Provide mentoring programs for first-generation graduate students using peer mentors and faculty.
- Create a sense of community for graduate students and increase graduate student interpersonal exchange (better for graduate student social and emotional health by fostering community outside of siloed departments).
- Address graduate student population diversity; foster a culture of inclusive excellence.
- Relieve Department faculty of the 'major lifting' associated with graduate student recruitment while allowing them to retain control of admissions decisions.
- Have GAs who work for the Graduate School coordinate key services, such as community building, writing support, and peer mentoring, alleviating these responsibilities from GPDs.
- Benefit both Graduate Studies and the Office of Research if, when separated, each are given the necessary focus, staffing and support.

Potential Trade Offs: Creating an independent School of Graduate Studies would require additional resources to increase the levels of administrative and staff positions from those currently in the Office of the Vice Provost for Research and Strategic Initiatives & Dean of Graduate Studies. It would also entail a cultural change because some of the activities largely pursued at the Departmental level would be shared with, or become the responsibility of, the School of Graduate Studies.

A School Graduate Studies would:

- Reduce the current level of Departmental control over graduate admissions.
- Potentially shift the role of Departmental Graduate Program Directors and Graduate Admissions Committees from a major emphasis on admissions to an emphasis on guidance, support, and assessment.
- Require new University Administrative positions for a Dean and Associate Dean(s).
- Require restitution of reduced staff levels in Graduate Admissions (due to budget restrictions in recent years) and likely subsequent increases in staff levels to handle prospective graduate student inquiries and timely processing of admissions materials.

Summary: A School of Graduate Studies at the University of Massachusetts Boston would enable graduate faculty and programs to advance excellence in graduate education, to cultivate a vibrant and diverse student community, and to impact the public good through the scholarship and discoveries of its students and degree recipients. The School would provide the basis for growing graduate studies at the University, thereby strengthening faculty research, increasing competitiveness for external funding and revenue, and enabling movement toward R1 designation.

Scenario: As Is

Rank 3 (Voting: Score 109; 15 in favor and 2 opposed)

Scenario/Rationale: The “As Is” scenario recommends no significant reorganization of the existing colleges/schools. UMass Boston’s eight college structure exhibits a wide range of unit sizes as far as their number of students (majors, master’s, doctoral) and faculty. This structure is **mission-efficient and appropriate**; units have been **intentionally designed** to meet their individual purposes while developing strong interconnections that enable them to work together to fulfill the University mission. While structural diversity may lead to budgeting imbalances, it is in fact adaptive, responsive, and a requirement for the diverse academic, professional, and training missions that constitute a research university such as UMass Boston. It is consistent with peers, where a blend of standard and specialty academic units is the norm. The As Is scenario supports maintaining the integrity of existing academic units in providing both specialized and foundational liberal arts education to a wide array of student constituencies. Importantly, the As Is scenario is the least disruptive proposal to faculty, staff, and students; given years of sustained budget crises, the significant disruption that has already taken place due to restructuring since 2016, and the ongoing pandemic, creative stability is the best route to achieve the requisite changes and transformations that the campus should undergo. To the extent that inefficiencies or vulnerabilities exist, there is no a priori reason to lay blame at variations in unit size.

While maintaining the existing eight colleges/schools, prevailing challenges could still be mitigated with the simultaneous adoption of other scenarios presented in this report. For example, the creation of a University College and/or a School of Graduate Studies could begin to address imbalances by shifting undergraduates to a more appropriate home and by encouraging growth in graduate students and programs. These types of organizational changes to academic support structures, moreover, are consistent with peer institutions. Shrinking the number of academic units at UMass Boston would move the University further from the 11.6 units, on average, at peer/aspirational institutions. The ART contends that changes to academic support structures, such as through the establishment of a University College and School of Graduate Studies, would align UMass Boston with industry norms and fuel growth, innovation, and student success. UMass Boston can also be innovative and advance its anti-racist mission in other ways that do not reorganize academic units. For example, the administration could significantly fund cluster hires, in addition to traditional departmental hires, around thematic omissions or niches with the simultaneous goal of diversifying and retaining tenured/tenure track faculty of color.

Moreover, the ART presents the As Is scenario contingent upon the need to simultaneously embark upon immediate structural enhancements and improvements to graduate education, to research, scholarship, and sponsored projects, to community outreach and engagement, and to the library (described in section V, “Organizing to Unleash UMass Boston’s Potential: Enhanced Administrative Structures and Supports for Academics”). This report, as well as this scenario, conclude that it is imperative that UMass Boston’s restructuring efforts prioritize these enhancements to achieve needed changes in culture and processes that can generate

organizational behaviors to support the mission of the University. Doing so will provide the imperative infrastructural support needed for existing colleges/schools to sustain their successes while strategically embarking on innovative growth.

A Recent History of Reorganization and the Provosts' Charges

As noted earlier in this report, since 2016, UMass Boston has undertaken substantial restructuring, downsizing from eleven to eight independent academic units. Since about 2018, interim administrative leadership has placed considerable pressure on UMass Boston's two smallest academic units (SFE and MGS) to consider ways to either grow or merge with other units. Productivity and morale of both units have been severely and negatively impacted by these years of pressure. Representatives from both of these units have thus joined in the process of the ART after having already expended considerable time, intellectual energy, and morale in trying to deal with prior attempts at financially-driven cuts.

In convening the ART, former Interim Provost McDermott stated that the dramatic size differences among colleges and schools raised questions about the lack of "pyramid" economic efficiencies in various units ("pyramid" units have a large undergraduate base, a smaller master's level in the middle, and then an even smaller doctoral level on top), leading her to ask in a campus-wide email on December 2, 2019, "Do we really need 11 (now 8) administrative units to administer more like 6 units worth of students?" Interim Provost McDermott focused on the smallest units, SFE and MGS, stating that they must be addressed as part of any broader recommendations. Interim Provost McDermott acknowledged that both schools would need to maintain their external reputations in transdisciplinary and specialized education, their interdisciplinary collaborations with other units, and their connections with a variety of external policy-focused constituencies. But she also raised the possibility that smaller schools could be subject to administrative mergers into larger academic units because of perceived inefficiencies.

In assuming the role of Task Force convener as newly appointed Provost and Chief Academic Officer, Provost Berger redefined the goals and scope of the ART to consider more broadly how to organize UMass Boston's academic units in ways that best position it to advance its special mission and steward current and future resources to that end, while sustaining and growing the University's academic offerings in a dynamic and competitive external environment. Provost Berger permitted As Is as one of the scenarios that the ART could recommend but had concerns around the inefficiencies that he contended emerged from the imbalance across UMass Boston's major academic units, acknowledging that some units may be too small and others too large. Imbalances, he stated, can have an impact on the distribution of resources and the efficacy and efficiency in deploying limited resources to meet values-driven, mission-oriented goals. Provost Berger's question for the Task Force was, "How does each major unit contribute to multiple facets of our mission, including undergraduate education, graduate education, research and scholarship, and community engagement?" The As Is scenario is confident that the answer to this question is compelling for each unit. In addition, it sees meaningful interdependencies across units that bolster undergraduate and graduate education, research and scholarship, and service to the community.

At the onset of the ART process, Provost Berger's question revealed significant disagreement among ART members as to whether a reorganization is necessary and whether all colleges (small, mid-sized, large) contributed to these vital areas in efficient ways. Tellingly, at the end of the data-driven examination by ART, a strong majority of members placed As Is among their preferred scenarios. For these members, As Is emerged as a significant strength that a reorganization would threaten.

Advantages and Strengths of As Is

The advantages to remaining As Is are substantial and rest on building current strengths rooted in a shared respect for inquiry and knowledge-production. In particular, As Is retains UMass Boston's structural diversity and established collaborations. It also prioritizes the growth of faculty and student learning and research without the detrimental impacts caused by reorganization.

- *Structural Diversity that Accommodates Typical and Niche Missions:* UMass Boston promotes itself as a research university with a teaching soul. It joins large units that fulfill the traditional liberal arts mission, such as CLA and CSM, with mid-sized academic units that also provide strong professional training (CEHD, CM, CNHS, CSM), with unique units that distinguish UMass Boston from its peers (MGS, SFE). It also has a thriving Honors College that is a driver of academic excellence and equity. Standalone small college/schools such as MGS and SFE are a common organizational structure at almost all peer and aspirational institutions. One conclusion of ART research and analysis was that every thriving research university has important niche academic units whose mission allows for institutional individuation, and they often are critical to university reputation and brand. In an increasingly competitive higher education context, any attempts to reorganize the University must pay attention to the impact on what makes UMass Boston unique from other universities for prospective students.

Diversity in unit size and focus is a hallmark of a thriving research university. Structural diversity encompasses and fosters the complexity and breadth of the educational, scholarly, and community engagement activities of each unit. For example, findings drawn from ART research reveal that it is consistent for universities to concentrate departments in the social sciences, arts, and humanities (and even often the sciences) with shared intellectual missions and academic collaborations in large academic units that attract the largest numbers of students and faculty. The research showed that, similarly, it is typical for research universities to have small colleges/schools that serve an important role in providing transdisciplinary, specialized, advanced, or professional opportunities to graduate and undergraduate students. The charge specifically directed the Task Force to address how each unit contributes to multiple facets of the university mission in undergraduate education, graduate education, research and scholarship, and community engagement. This is undertaken below for each academic unit.

This diversity comes at a cost, however. The Task Force acknowledges the reality of imbalances across colleges/schools. Due to the range in the size and scope of programs and faculty/staff/students in each unit, there may be challenges in equitable resource allocation and in ensuring their effective use. However, these imbalances are consistent with UMass Boston's peer institutions and other universities. The ART therefore considers that the administration should undertake less drastic ways than college/school reductions and mergers to address imbalances.

- *Organic Collaborations:* Despite the range in sizes, UMass Boston's eight colleges and schools are academically connected into an organic whole with each college/school feeding into each other. UMass Boston has a student body of 15,989 undergraduate and graduate students who receive their education across the university's eight colleges and schools, 79 undergraduate programs (bachelor's degrees, undergraduate certificates, post-baccalaureate certificates) and 114 graduate programs (master's degrees, doctoral degrees, graduate certificates, minors, and post-master's certificates). The University has almost 850 faculty who connect through these undergraduate and graduate programs and through shared research/scholarship and community engagement.

Interdisciplinary collaboration routinely takes place across academic units and some of the most unique academic programs on campus are interdisciplinary. ART research, for example, identified 21 interdisciplinary majors across campus, as well as the Honors College and several graduate programs, which provide avenues to advance interdisciplinary and experiential learning. From First-Year Seminars and General Education courses to the Honors College and interdisciplinary majors and graduate programs, these opportunities allow students to explore fields and gain experience in diverse areas. These opportunities and programs are often described as preparing students for "the real world" and tend to foster creative thinking and critical analyses of complex problems. The ART was unable to identify any centralized database documenting these collaborations, but plentiful examples were identified by Task Force members and college/school leadership. The extent of collaboration is especially impressive given campus-wide obstacles that inhibit interdisciplinarity, including zero-sum policies, the absence of central coordination for interdisciplinary initiatives, a utilitarian approach to student success, and structures and processes that encourage disciplinary silos.

- *Transforming Together:* The Task Force identified a primary advantage of the As Is scenario as minimal disruption to the current organizational structure of the eight primary academic units, which would allow faculty, staff, and administrators to focus on the procedural and cultural changes that would bring about needed behavioral reorganization in support of academic productivity. After five years of disruption, reorganization, budget crises, and changes in leadership, it is time for UMass Boston to rebuild community and commit to fulfilling its mission as an anti-racist university contributing to learning, scholarship, and engagement with the local, regional, national, and global communities.

A reorganization should only be undertaken with extensive planning and buy-in, and most importantly with a focus on mission. Without these conditions in place, reorganization can generate lasting disruptions in productivity, in the community's ability to fulfill the University mission, and in campus culture and morale. Any reorganization should both be mission-centric and should be scaled so that the financial savings justify any disruption and resulting inefficiency.

Disadvantages and Weaknesses of As Is

The ART recognizes the trade-offs of this scenario. Most noticeably, it does not fulfill the charge in finding ways to narrow the range of unit sizes or to identify efficiencies in resource deployment. It also leaves unaddressed other critical needs, in particular in areas of research and teaching collaboration and equity, though these could respond just as well to procedural and cultural changes with less disruption.

- *Interdisciplinarity:* As noted, the ART concluded that organizational behavior must better support interdisciplinarity and collaboration across departments and colleges/schools. Since As Is does not address this significant problem, the University should implement processes, supports, and incentives for departmental, faculty, and student collaboration.
- *Range in Unit Size:* The ART cited a tradeoff to the As Is scenario as the reality that the University would still have eight primary academic colleges/schools of disparate sizes and different functions, which means it does not directly address the element of the charge related to imbalances. This would be mitigated, however, by the adoption of other scenarios, such as the creation of a University College or Graduate School.
- *Innovation and Growth:* Some Universities, such as Arizona State University, have undertaken massive reorganization as a vehicle for innovation and growth, though at the cost of great disruption. Moreover, innovation and growth at those institutions were not accomplished by reorganization of academic units alone, but also with a much broader transformation of organizational behavior. As Is argues that innovation and growth are possible within the current academic unit organization, though they must be cultivated by stronger supports as well as changes to processes and culture.
- *Equity and Transparency:* Currently, there is a lack of equity and transparency across academic units in terms of teaching loads, CLRs, professional advising, and staff workloads. As Is does not address these issues, though other administrative changes could address them.
- *Financial savings:* While the ART has stated that it could not engage in an evaluation of efficiency (as called for in the original charge) due to the lack of data about productivity, there were immediate (though unverified) cost savings associated with prior reorganizations, for example, by saving on Dean and Associate Dean salaries. The ART, however, is not aware of more comprehensive evaluations that accounted for other

financial and non-financial costs to these reorganizations. Given the lack of available information, the As Is scenario cannot address the aspect of the charge related to savings.

- *Current vulnerabilities:* As Is does not address vulnerabilities of units that are small or large in comparison to others on campus. For example, large units may struggle to manage the complexity of tasks associated with fulfilling their mission, especially if not resourced adequately. Small units may be more vulnerable to outside pressures or, even, to the departure of just a few faculty members.

Academic Units: The Trade-offs of As Is

As Is is neither naïve nor a “head in the sand” recommendation. Rather, the scenario suggests that the benefits of the current structure far exceed the drawbacks and that many of the issues cited above can best be addressed sans reorganization. In this subsection, ART representative(s) were asked to present how their academic unit contributes to the various facets of the University mission and connects to other units. They were also asked to identify potential drawbacks of As Is for their unit, which some have provided.

College of Education and Human Development

- CEHD’s relatively small undergraduate student population is mainly in one department and both undergraduate programs have a small faculty.
- One undergraduate program is supported by faculty who also teach in master’s and doctoral programs and relies on a high proportion of NTT faculty compared to other programs and departments in the college.
- Overall, CEHD has been able to maintain reasonably sized classes and to keep its student:faculty ratio down. This is important due to the practice-based nature of its training where most classes are applied practice and pedagogy, rather than primarily lecture or content-focused delivery.
- Several CEHD faculty are loaned at different times to the Honors College or CSM, which has increased student interest in CEHD programs. But this has created challenges for CEHD chairs to find instructors for some classes.
- CEHD values collaboration and joint learning opportunities, which work well in some cases and put a strain on programs and departments in others.
- Overall, CEHD would like more integration with research and teaching across the university.

College of Liberal Arts

CLA embodies a “research university with a teaching soul.” Its research output is commensurate with peers and its faculty teach in its fourteen graduate programs and to the vast majority of UMass Boston’s diverse undergraduate student body, especially through its extensive contributions to Gen Ed. CLA seeks to develop a research-teaching-community nexus that connects faculty and students in a shared pursuit of knowledge across the social sciences, humanities, and arts. CLA has some of the highest undergraduate IFTE:faculty ratios on campus and is a generator of undergraduate student enrollments. As Is implies the following trade-offs:

- CLA faculty are active campus voices, public intellectuals, and fully contribute to the University mission in research, teaching, and community service. Successful colleges demand and value each—as CLA does.
- CLA faculty—scholars, community-engaged researchers, policy practitioners, artists, teachers—are highly productive and view these facets of the arts, humanities, and social sciences as symbiotic. CLA’s mission is coherent with visceral faculty buy-in.
- CLA experts are national "go-to" media voices on issues including the economics of gender and care work, voter access, menstruation studies, trauma in COVID, Latinx politics, Massachusetts politics, terrorism, dark money, and women in politics.
- Despite challenges to building interdepartmental collaboration at UMass Boston, CLA has extensive integration across departments, reflected in its [Interdisciplinary](#) Programs, major/minors, and departments, ten interdisciplinary centers, and initiatives such as the Mellon High-Impact Humanities Grant.
- CLA faculty participate in many cross-unit collaborations, such as the Sustainable Solutions Lab, the CLA-MGS jointly run Master’s in International Relations, the CLA-housed Public Policy minor drawing from ten departments and two colleges (CLA & SFE), teacher licensure (with CEHD), and in the area of health disparities (with CSM, CNHS, and SFE).
- CLA’s graduation and retention rates are lower than the university’s, and As Is does not directly address this. More advising resources and University College could mitigate this, enabling CLA to improve student outcomes.
- CLA and university-wide processes complicate efforts to create/sustain cross-college initiatives.
- CLA faculty sense they contribute disproportionately to teaching and service but are not rewarded commensurately in salary and CLRs. The University needs transparency on these marks.

College of Management

As Boston’s urban public research business school, CM’s mission is to provide “accessible, innovative, and high-value” undergraduate and graduate programs to advance knowledge and practice at the city’s unique intersection of business, government, and nonprofit organizations. CM offers a robust portfolio of master’s degree programs, including MBA and four specialized master’s, two undergraduate majors, and a doctoral program with three tracks, including Organizations and Social Change, Finance, and Information Systems for Data Sciences (<https://business.umb.edu/>). CM’s doctoral program is funded by a Board-approved Curriculum and Service fee.

CM is a revenue-generating unit with favorable contribution margins. CM can be viewed as a traditional “pyramid-structured” unit. The College recently received a five-year extension of accreditation from the Association to Advance Collegiate Schools of Business (AACSB International). CM’s strategic goals for driving high-quality research, innovative undergraduate/graduate programs, business/community engagement, and student success initiatives are described in its Continuous Improvement Report to AACSB and its 2020-2025

Strategic Plan: *Growth: Reclaiming our Future* (approved, CM Faculty Assembly, May 2020). CM's interim strategic plan of 2017, *Consolidation and Repositioning (Restructuring)*, was a necessary departure from the 2015-2020 *Something New* plan due to university budget deficits. The College has taken proactive steps regarding the priorities of the university's academic reorganization, and looks, albeit further budgetary or COVID disruptions, to *reclaim* or implement its opportunistic growth strategies, including expansion of undergraduate major and master's degree programs.

College of Nursing and Health Sciences

The As Is scenario would mean that CNHS:

- Continues to define the College with a focus on Health Professions as a grouping of separate departments focusing on clinical/evidence-based practice (nursing, exercise science, public health, and future areas [occupational therapy, physical therapy etc.]).
- Does not integrate clinical/evidence-based practice with science (use of knowledge in practice integrated with knowledge development).
- Continues to brand the students and faculty as clinicians/practitioners versus clinicians and scientists collaborating toward discovery and practice in a funding world that emphasizes discovery **with** practice at the bedside impact (institutions to neighborhoods).

CNHS works closely with units from across campus, and there is enormous potential to develop more cross-campus collaboration (Human Health Sciences or Life Sciences):

- Healthcare is one of the largest growing educational pathways/workforce/industry areas from the perspective of student success ([US Labor Statistics](#)).
- The potential to group health science interests is formidable across SFE, MGS, CSM, CM, CLA, CEHD, and Honors where behavioral health, environmental health, gerontology, health/public policy, pre-med, computer science (simulation, digital health), biological sciences, healthcare leadership/business, and language proficiency **all** have synergies under "Health Sciences/Life Sciences/Human Health and Development." A College of Health Sciences/Life Sciences could easily advance innovation, health equity, population health, community-engaged health promotion and further growth.

College of Science and Mathematics

UMass Boston is a major pipeline for a diverse, well-trained workforce serving Greater Boston's biomedical, technology, and bioscience economy. CSM believes that research and teaching cannot be separated, thus strives to provide the best educational experience through an active research faculty. In research labs, undergraduate students work with graduate students and faculty. Their experiences are carried over into their work within the public and private sectors. CSM also believes that enhanced instruction substantially improves student success.

Collaboration exists across CSM departments aligned with the nation's initiatives, such as NSF's 10 Big Ideas, that require interdisciplinary approaches. CSM faculty actively collaborates with several Colleges in research-, training-, and educational-grants and programs. Enrollment numbers in the last five years show that CSM has driven overall university enrollment growth

while many CSM faculty who departed were not replaced; thus instructional resources are stretched thin.

The As Is scenario might significantly exacerbate the shortage of faculty and resources, impacting the sustainability of CSM research and pedagogical enterprises, especially in interdisciplinary areas. Alternatively, absorbing science faculty from other UMass Boston units with lower FTE and IFTE per faculty ratios, could improve the effectiveness and efficiency of STEM education by normalizing its instructional load and strengthening infrastructure and support of scientists in Colleges where bench science is secondary. Additionally, this would allow for stronger personnel management coordination among the Colleges who employ lab- and field-based scientists. The As Is scenario would hinder CSM's (and UMass Boston's) ability to increase external funding (CSM's goal is to double this) and grow its graduate student population (CSM's goal is to triple this) by leaving in place artificial barriers preventing a more synergistic and efficient use of UMass Boston resources (e.g., to attract new faculty with better coordination of startup packages, to define new research axes, and to better coordinate corresponding grant proposals).

CSM believes the As Is scenario should only be used as a temporary transition option until the University designs and begins the implementation of a more robust strategic management approach and activity-based budgeting practices.

Honors College

The Honors College serves the university best by retaining its status as an independent college, which it obtained in 2013 when the Board of Trustees voted to convert the Honors Program into an Honors College. There are several reasons why Honors should remain independent:

- *Accreditation:* Honors at UMass Boston is approved as an Honors College by the Commonwealth Honors Program (CHP), a state-wide body encompassing all Honors Colleges and Programs in the state's public higher education system. This affirmation of status as a College is the outcome of a rigorous review and approval process. It was reapproved by the DHE in March 2021.
- *Academic Structure:* Honors contains students from all majors, across all colleges/schools. It therefore makes sense for Honors to be a separate unit, rather than embedded in any particular school/college.
- *Equity:* Each of the four UMass campuses has an Honors College. If Honors at UMass Boston were not a college, then its particular student body would be the only UMass students without access to an Honors College.
- *Naming opportunities:* Being an Honors College provides an attractive naming opportunity.
- *Peer analysis:* Of nineteen peers analyzed by ART, fifteen had an independent Honors College. (The other four had an Honors Program.)
- *Student Success:* Literature indicates that Deans of Honors Colleges report that the creation of their colleges led to increased student retention and graduation rates.

There are costs, namely providing resources so the College has: sufficient faculty (including devoted faculty, joint hires, faculty lent from other schools/colleges), sufficient staff (to advise about 650 students), sufficient space, and a budget to fund these needs. Honors College currently operates with a high student-to-staff ratio and student-to-faculty ratio, and with a very small budget, compared to other units on campus.

McCormack Graduate School of Policy and Global Studies

The John W. McCormack Graduate School of Policy and Global Studies is the only named academic unit at UMass Boston. That name—John W. McCormack—remains a giant in the Commonwealth and across the nation, having served over forty years in the U.S. House of Representatives, nine as Speaker. His legacy is reflected in the large financial endowment provided by the U.S. Congress that helped to establish, in 1983, the John W. McCormack Institute of Public Affairs, which became the McCormack Graduate School in 2003. Since then McCormack has deepened the School's mission and resources to support interdisciplinary, specialized, and advanced study and scholarship with local, national, and global impact.

McCormack is uniquely structured as a small-school, providing students with a distinctive blend of research-intensive, community-engaged experiential learning. McCormack's three academic departments—Gerontology; Public Policy; and Conflict Resolution, Human Security, and Global Governance—support 16 graduate and undergraduate programs. McCormack's twelve centers/institutes engage in innovative research, engagement, and professional services that offer evidence-based guidance and solutions to policymakers, practitioners, and community leaders, and provide students with opportunities for acquiring critical experiences that advance their knowledge and careers. McCormack has done a lot of work to integrate its centers/institutes – and their extensive outward-facing, community engaged programs and mandates – into its departments and degree programs.

McCormack hews closely to John W. McCormack's legislative legacy of social equity, justice, and empowerment. It remains the only public school of policy and global studies in the region and has a reach that extends from the communities of Dorchester, to Boston City Hall, to the Massachusetts Legislature, to Congress, to the United Nations. Faculty make notable contributions to their fields but are also intimately engaged in policy-relevant research, community engagement, and government outreach. The School routinely collaborates with counterparts in other colleges through its academic degree/certificate programs and research centers. McCormack is a convener of civic discourse, and powerfully integrates teaching, research and engagement in a way that creates leaders ready to tackle society's most challenging problems with real-world research-based solutions.

McCormack being established as a graduate school has several implications. Sponsored research is a critical component of McCormack's revenue, student support, and research landscape. Indeed, McCormack produces, on average, more funded projects, and greater funding than the per faculty university-wide average, contributing, in part, to McCormack's disproportionate share of UMass Boston's coverage in the media. While constituting only about 5 percent of

UMass Boston (by percentage of faculty), McCormack accounts for about 13 percent of sponsored research dollars and 25 percent of media hits on campus. Relative to other colleges, McCormack has a small undergraduate footprint. This recognition has resulted in a concerted effort to increase McCormack's role educating undergraduates through recently established programs in Global Aging and Life Course Studies and in Global Affairs, a forthcoming program in Public Policy (housed in CLA), and experiential learning opportunities in research and community engagement.

School for the Environment

SFE is UMass Boston's newest academic unit, established in 2013 and gaining independence in 2016. Within this short period, the faculty of SFE have developed governance structures, new fast-growing academic programs, and several internationally recognized research areas. In 2021, SFE created its first department in Urban Planning and Community Development and has applied for accreditation. SFE is a small school, but by every metric, it is growing its enrollments, reputation, and research funding. Now is not the time to stifle its growth by merging it with another college.

The SFE is a university hub for mission driven research that is transdisciplinary in nature and addresses society's grandest environmental challenges. It is SFE's small size that has allowed it to respond quickly to external funding opportunities and to coordinate several funded projects that incorporate expertise from around the university. These include:

- The Stone Living Lab for Coastal Resilience initiative (January 2020)
- Greater Boston Research Advisory Group (GBRAG) project (initiated Fall 2019)
- The Community-Driven Assessment of Environmental Health Risks in Vieques, Puerto Rico (EPA, June 2020)

The SFE has several undergraduate and graduate programs that are inherently interdisciplinary. SFE's small size allows it to coordinate with other departments and colleges and SFE depends on the current As Is university structure to effectively manage these programs.

SFE faculty and students have been subject to several major reorganizations in the last five years, which has cost the unit faculty and student enrollments. In addition, several of SFE's junior faculty are approaching the end of their Promotion and Tenure probationary periods; if transferred to a new college, they would experience a third major change in the personnel, policies, and procedures involved in their reviews.

Summary of As Is: The Healing University

The position of the As Is scenario is that imbalances and inequities do not warrant drastic reorganization of the existing eight academic units. Indeed, as noted in sections of the report dealing with administrative enhancements (section V, "Organizing to Unleash UMass Boston's Potential: Enhanced Administrative Structures and Supports for Academics") as well as in the University College and Graduate School scenarios, these issues can be addressed in more

productive and proactive ways that align with norms at almost all other research universities. Administration should address campus- and system-executives' concerns about inefficiencies through leveraging and strengthening existing structures. It should also develop cross-campus supports that generate more formidable graduate education programs, expand undergraduate majors and student enrollments, and increase external funding and productivity in scholarship and community engagement. Moreover, colleges and schools can strengthen course cross-listings to encourage student cross-enrollments, promote and support teaching affiliations across units, and develop incentives and mechanisms to increase faculty research collaborations and exchanges.

Rather than harmful, imbalances are instead a way to serve an array of distinctive disciplines that provide a variety of educational opportunities to UMass Boston's diverse students and carry out a wide range of scholarly and community-engaged activities. This nimbleness is why the small schools (SFE and MGS) have organically developed from programs, institutes, and departments within colleges into standalone schools of their own. Why reverse innovation and experimentation when it should instead be cultivated and encouraged?

There is already much instability at UMass Boston caused by at least four years of budget crisis, prior reorganizations, multiple transitions in leadership, and more recently from the Coronavirus pandemic. Pursuing a new round of radical, unpopular change may be too much for faculty and staff to bear, and thus will weaken productivity, progressive experimentation, and campus morale. If UMass Boston is to become an anti-racist campus, a mission prioritized by the new leadership, the path toward fulfilling these goals is not in altering the sizes and compositions of the eight existing academic units. The As Is scenario highlights what works well at UMass Boston and what can be improved with administrative continuity and non-crisis budgetary operations. With these conditions in place—and with vital accoutrements like cluster hires, an Office of Graduate Studies, and a University College—academic units can reach their full potential.

Scenario: Create a College of Engineering

Rank 4 (Voting: Score 124; 11 in favor and 2 opposed)

Scenario and Rationale: This scenario envisions the creation of a College of Engineering (CoE). Establishing a CoE at UMass Boston is perfectly aligned with the mission of this university and what should be its highest-priority objective: to serve its unique student population more fully. Engineering professions in the U.S. suffer from a severe lack of diversity. A CoE would expand STEM education and career pathways not otherwise accessible to many of UMass Boston students as it's currently structured. Engineering programs would prepare UMass Boston students for high-salary employment in the Commonwealth and for successful careers in the global economy. Recruitment and retention of underrepresented minorities and women for CoE degree programs would not only enhance equity for UMass Boston students, but would also help to diversify the local, national, and global STEM workforce. For example, Black and Hispanic students nationwide earn only 6.3 percent of engineering MS degrees and 4.9 percent of doctoral degrees, despite representing over 30 percent of the U.S. population (Anderson et al 2018). Retention problems within engineering programs, especially at the undergraduate level, are a major reason for the lack of diversity in engineering (Sithole, et al., 2017). UMass Boston is better positioned than any other college or university in Massachusetts to serve as the primary gateway to engineering careers for traditionally underserved groups, and a CoE would better empower UMass Boston undergraduates and graduate students to play a critical role in meeting global challenges.

While creating a new CoE would require significant long-term planning and investment, there is no better time than the present—and no better place than UMass Boston—to give serious consideration to this net value-adding strategy. With Boston ranked as the [most traffic-congested](#) city in the country, and with President Biden having just announced his [\\$2 trillion plan](#) to rebuild the nation's infrastructure, engineering fields offer enormous promise—in research, policy, and career opportunities—to UMass Boston's current and future students. Furthermore, a CoE would bring prestige to UMass Boston in terms of intellectual property (IP), patents, and discoveries.

Peer institution model

A CoE would bring UMass Boston's undergraduate and graduate program offerings more in line with peer universities and with most R1 and R2 universities nationwide.

- Eighteen of nineteen peer and aspirational universities examined by the ART's Comparative Models Subcommittee have a stand-alone CoE. These include University of Memphis, University of Washington, University of Arkansas, University of Louisville, Kent State University, Cleveland State University, UMass Lowell, Arizona State University, UMass Amherst, Eastern Michigan University, Florida Atlantic University, Indiana University-Purdue University Indianapolis, Northeastern University, CUNY City College, University of Maryland-Baltimore County, University of Illinois at Chicago, Wayne State University, and University of Missouri-Kansas City.
- The nineteenth peer institution, University of New Orleans, houses its Engineering programs in a College of Sciences.

Benefits/advantages

Positive impacts on students

UMass Boston students would have more equitable access to secure rewarding STEM careers because they would be able to earn a BA/BS, MA/MS, and/or PhD in an engineering discipline at Boston's only public research university. Moreover, the enhanced capacity of a CoE to provide advising, mentoring, internship, and other forms of student support would improve retention and graduation rates. Poor retention in undergraduate engineering programs is a major factor in the lack of diversity in the engineering workforce.

More specific benefits include:

- Students who must stay in Boston (e.g. due to family responsibilities, work commitments, financial constraints) or who cannot afford to attend UMass Amherst or local private universities would have the opportunity to complete an engineering degree through UMass Boston. UMass Lowell and UMass Dartmouth also have engineering schools, but that option is still not possible for many UMass Boston students.
- A CoE would provide UMass Boston undergraduate and graduate students access to a broader range of engineering fields than currently available on its campus. UMass Boston can expand its programs in electrical and computer engineering and engineering physics and add additional programs such as mechanical, civil, environmental, ocean, biomedical, chemical, and aerospace engineering; and/or engineering education.
- A CoE would support a critical element of the university's mission by increasing ethnic/racial and gender diversity and equity in engineering fields—an urgent priority nationwide (Chute 2009, Dasgupta 2017).
- Undergraduates pursuing an engineering degree would have the opportunity to benefit from more Freshman Success Communities to serve the additional engineering majors, and a stand-alone CoE would further strengthen access to critical forms of support for first-generation students in particular.
- Undergraduate and graduate students would have access to vital opportunities to conduct research alongside faculty.
- As a veteran/military-friendly university, a CoE would also be highly attractive to mid-career active-duty military members (from all services that need an advanced degree to continue to promote), as well as veteran students wishing to obtain an undergraduate or graduate engineering degree.

Given the increasingly interdisciplinary nature of research and teaching in Engineering fields, students in a CoE would also benefit from opportunities to take courses and work with faculty in academic units across the UMass Boston campus.

Positive impacts on faculty

Any engineering effort at UMass Boston should consider the importance of its students having the opportunity to work with engineering faculty that reflect the diversity of the student body. UMass Boston already has a handful of faculty of color and female faculty in engineering and

engineering education whose cutting-edge research and high professional standing would position them well to lead a CoE initiative. These faculty would benefit enormously from the additional research and teaching collaborations, administrative support, and the intellectual community a CoE would provide.

A CoE intentionally aligned with UMass Boston's urban mission would create exciting and socially beneficial opportunities to pursue community-engaged and policy-relevant research aimed at supporting efforts of the City of Boston to address challenges such as urban planning, traffic congestion, public transportation, and climate change.

Taking inspiration from past and present collaborations between UMass Boston faculty from various units (e.g. CEHD, SFE) and Boston Public Schools (BPS), CoE faculty and students could work to strengthen STEM education in urban elementary, middle, and secondary schools. CoE/BPS collaborations could make great strides toward increasing ethnic/racial and gender diversity in the STEM college pipeline in general, and from BPS to UMass Boston in particular. UMass Boston already has a strong partnership with the Dever and McCormack/BCLA schools right on Columbia Point.

As detailed below, many National Science Foundation (NSF) funding opportunities exist to support faculty and faculty/student research collaborations at the undergraduate and graduate levels, particularly for faculty and students from underrepresented groups. Coordinated university efforts to secure external funding would significantly improve faculty and student productivity, morale, and professional success.

Positive impacts on current academic units

Overall, this scenario presents a potential **growth strategy** for UMass Boston. A CoE is unlikely to pull students from other majors, but it would increase enrollments of students currently lost to other universities because of UMass Boston's limited engineering programs.

A CoE provides a mechanism to "right-size" CSM, UMass Boston's second largest college, by moving faculty and students from some CSM departments to the new unit. Creating or augmenting graduate programs in CSM and a new CoE would contribute to a more "pyramid-type" structure for these units.

- At present, the Engineering Department in CSM has 9 tenure track faculty, 48 Computer Engineering majors, 3 Engineering majors, and 109 Electrical Engineering majors. The Department offers two degrees accredited by ABET (Accreditation Board for Engineering and Technology, Inc): Computer Engineering and Electrical Engineering. Currently, UMass Boston lacks engineering graduate programs except for the UMass system-wide Biomedical and Bioengineering PhD program, which is managed through the Biology Department.
- The CoE scenario includes potential integration of CSM's Computer Science (CS), Information Technology (IT) and/or interested science faculty from other academic units. Faculty wishing to join a CoE would need to be involved in planning from the start, to

ensure that the new unit's mission, governance structure, and leadership are determined collaboratively. This process would include standardization of research, teaching, and service expectations to achieve equity in workload and rewards across all faculty.

- CS has 17 tenure track faculty, 542 BS majors and 142 BA majors and CS also has two graduate programs: a master's program with 67 students and a PhD program with 34 doctoral students.
- Information Technology has 374 majors across several tracks.

A CoE would create another intellectually exciting and innovative interdisciplinary college at UMass Boston with increased opportunities for faculty-student collaboration across existing units.

- For example, CEHD faculty in the growing field of Engineering Education highlighted the strong need for a PhD in this field, which a CoE could provide. Tufts and MIT have Engineering Education programs, but BU, BC, and Wentworth do not.

A CoE would contribute to multiple facets of the UMass Boston mission

Establishing a CoE at UMass Boston is perfectly aligned with the university mission and what should be its long-term, high-priority objective: to serve its student population more fully. A CoE would have many key advantages directly related to STEM diversity, equity, and the demand from local industry for a well-trained and diverse workforce. As stated, Black and Latinx students nationwide earn only 6.3 percent of engineering MS degrees and 4.9 percent of doctoral degrees, despite representing over 30 percent of the U.S. population (Anderson, et al., 2018). Retention problems within engineering programs, especially at the undergraduate level, are a major reason for the lack of diversity in engineering (Sithole, et al., 2017). As a Minority-Serving Institution (MSI), UMass Boston can and indeed should play a leading role in expanding diversity in engineering education (undergraduate and graduate) and in linking UMass Boston students to high-paying engineering jobs.

Specific advantages include but are not limited to the following:

Undergraduate & Graduate Education: When UMass Boston first established an Engineering Department, accredited degree programs did not exist until after faculty were hired. During the period before accreditation, Engineering “majors” took two years of courses and then transferred to other universities to complete their degree. This arrangement was phased out with the implementation of the Electrical and Computer Engineering degrees. At present, the university still loses a handful of students who trickle through as “Engineering” majors and then transfer to complete their degree elsewhere. While UMass Boston's two new programs are strong and growing, these limited offerings negatively impact longer-term enrollment potential in Engineering-related fields.

The absence of a fully developed Engineering curriculum on campus also betrays UMass Boston's commitment to equity and inclusion. UMass Boston students deserve access to an affordable engineering education at a local public university. Without offering a broader suite of

engineering degree options, as is currently offered on other UMass campuses (Lowell, Dartmouth, Amherst) and at private institutions in Boston (Boston University, MIT, Tufts), UMass Boston is denying its student population an affordable option for a career in these high-impact fields.

- UMass Lowell's [Francis College of Engineering](#) has accredited programs in Chemical, Nuclear, Civil, Computer, Electrical, Environmental, Mechanical, and Plastics Engineering. Biomedical Engineering is in the process of accreditation and Industrial Engineering will seek accreditation when its first class graduates in 2024.

Students who graduate with a degree in an Engineering discipline would be positioned to compete for high-salary positions in local, national, and global STEM industries. The success of UMass Boston graduates would in turn increase interest and enrollment in its engineering programs within the diverse urban communities the university serves.

- According to a recent survey, engineering contributed nine of the top ten highest-paying college majors in the U.S., ranked in order as follows: Computer engineering; Petroleum engineering; Electrical, electronics and communications engineering; Industrial engineering; Chemical engineering; Computer science; Materials engineering; Nuclear engineering; Mechanical engineering; Aerospace, aeronautical and astronautical engineering (Somers & Moody, 2020).
- Median starting salaries for these majors in 2020 ranged from \$62,350 to \$69,300 (Somers & Moody, 2020).
- According to the 2020 [College Salary Report](#), 14 out of the top 25 highest paying majors are in engineering fields.

In addition to enhancing long-term revenue growth for UMass Boston, a CoE would create and strengthen STEM career pathways for women and underrepresented minorities, while also improving gender and ethnic/racial diversity in engineering professions. Appendix K shows that in terms of diversity among undergraduate majors in engineering disciplines, UMass Boston still has a long way to go. However, there is tremendous potential for collaborating with local schools, industries, non-profits, and public sector agencies to accomplish these goals.

- Female students still represent a tiny fraction of majors in UMass Boston engineering programs, despite slight growth in recent years (from 12 percent in Fall 2015, it grew to 16 percent in Fall 2019). A CoE partnership (perhaps in collaboration with CEHD) could work with BPS elementary, middle, and secondary schools to boost girls' interest and confidence in STEM education in order to redress that imbalance.
- Through similar local collaborations, which would ideally involve the private sector, a CoE could also foster increased youth engagement with STEM fields in the diverse urban communities served by UMass Boston. As Appendix K shows, the ethnic/racial breakdown of engineering majors at UMass Boston shows a slight decline in the proportion of White students since Fall 2015 (from 28 percent to 25 percent in Fall 2019). However, Black/African American and Latinx students still represent only 12 and 13 percent of these majors respectively, and just over 25 percent of the total. This is far

lower than the corresponding size of these demographic groups in Boston's population, which according to 2018 [census data](#) is roughly 45 percent.

The addition of required associated graduate programs to facilitate ABET accreditation by the Engineering Accreditation Commission (EAC) would significantly expand offerings at UMass Boston and further fuel higher level enrollments across these disciplines.

Community & Industry Engagement: As indicated above, a CoE working within regional/national/global engineering sectors would form the foundation for a diverse and equitable UMass Boston STEM Workforce Pipeline to feed the regional, national, and global job market. A CoE could be the centerpiece of UMass Boston's growing partnership with the regional BlueTech sector and could substantially strengthen both the university's ties with the local private sector and students' ability to find career success in or near their home community. These forms of industry engagement would also enhance the university's capacity to connect students to internships in engineering, which would provide critical work experience and professionalization.

UMass Boston should be better positioned to take advantage of rising opportunities offered by engineering companies, which are now keener than ever to diversify their workforce. For example, Massachusetts Clean Energy Center is seeking proposals from qualified applicants for a solicitation entitled [Expanding Access to Opportunity in the Offshore Wind Workforce](#).

Research & Scholarship: Engineering colleges are anchors and drivers of technology innovation in Carnegie-classified R1 and R2 universities. Many consider CoEs to be the steady generators of income at research universities. A CoE would undoubtedly bring prestige to UMass Boston in terms of intellectual property (IP), patents, and discoveries. Engineers and faculty/researcher collaborators from a wide range of other fields have many and increasing opportunities for large federal grants that bring high RTF (revenue trust funds) comparable with those of CSM. This trend is predicted to grow significantly in the next five to ten years.

- For example, in response to an alarming erosion of U.S. global R&D dominance, a bipartisan bill in Congress ([S.3832 Endless Frontier Act](#)) proposes to rebuild STEM research activities with a new emphasis on advancing technology, i.e., engineering. This bill aims to fund research, technology transfer, and the workforce in ten "key technology areas" by providing \$100 billion over five years to a new Technology Directorate in the NSF, renamed the *National Science & Technology Foundation*.

Even without such legislation, a CoE provides stronger opportunities for securing funding from agencies such as NSF's Chemical, Bioengineering, Environmental and Transport Systems (CBET) division, and from NASA, especially for grants focused on broadened participation in engineering and STEM fields.

Importantly, the NSF already offers several [grant programs](#) to support various aspects of building a new CoE through its students and faculty. For example:

- Grants and scholarships for personnel preparation in engineering and STEM at the bachelor's, master's, and doctoral levels (Grants from Directorate of Undergraduate Education [DUE] and Directorate of Graduate Education [DGE])
- Grants to support gender and racial equity in STEM education and STEM faculty (ADVANCE and NSF Includes)
- Grants to support research with undergraduate and graduate students (REU, ECR, STEP)

Requirements and costs

Creating a CoE would require a long-term investment commitment of university resources as well as collaborations or formal partnerships with private, public, and/or governmental organizations. These significant start-up costs are outweighed, however, by the immense strategic value and revenue-generating potential of this new academic unit. For these reasons, a CoE should be included as a centerpiece of UMass Boston's planned future capital campaign.

Key factors to consider as part of this broad institutional commitment include:

Faculty & Administrative Resources: While combining faculty and staff from engineering-related departments would be an initial step, at least fifteen to twenty new tenure track faculty hires would be necessary to reach a critical mass to establish a CoE. Because STEM/Engineering faculty generally require higher than average start-up packages, such faculty lines are especially expensive. The pace of faculty hires would depend on available resources, but also on space availability and decisions about how best to expedite the start-up of specific degree programs and the accreditation process.

This scenario could also not be realized without significant investment in administrative support, especially given understaffing problems that already exist. At a minimum, a CoE would require the following positions:

- Dean of CoE
- Associate Dean(s)
- Executive Assistant to the Dean
- Assistant Dean for Finance and Administration (and/or HR)
- Lab Technicians
- Lab Managers
- Office Staff
- Academic Advisors

Academic Planning: New engineering programs would need to be created. A typical CoE needs at least four or more degrees at the undergraduate level, and at least two or more doctoral degrees. Possible engineering degree programs include Electrical, Mechanical, Biomedical, Civil, Computer Science/Cyber, and Environmental, among others. Decisions about priority CoE programs would need to be integral to developing the university's Academic Master Plan.

Capital Planning: Facilities in the McCormack Building, which currently houses engineering faculty, do not have room for growth. Some faculty have research space in the Integrated Sciences Center. Realistically, a new building—or freed existing space on campus—would be necessary to house a new CoE, ideally co-locating faculty and staff. Either way, a scenario involving creation of a CoE would need to be a centerpiece of UMass Boston’s planned capital campaign. Private and/or governmental partnerships could also be explored to facilitate this undertaking. The university is well poised to attract donors and/or corporations to achieve these capital goals.

Research Infrastructure & Return: Engineering infrastructure, e.g. for mechanical or civil (environmental) engineering, is on the very highest end of the cost scale for universities and would require sizable start-up investment and additional future expenses. UMass Boston could explore funding opportunities with the NSF, NASA, the Air Force Research Laboratory, and other organizations with potential interest in supporting the creation of this infrastructure. For example, federal research grants have provided over \$10 million to UMass Boston to support the research of the Center for Personal Cancer Treatment (CPCT). Massachusetts Life Sciences Center recently provided \$400,000 to purchase new equipment for the CPCT’s Genomics Core. Additionally, UMass Boston’s College of Nursing and Health Sciences was initially awarded \$20 million to use innovation for teaching health professionals with augmented and virtual reality, and other immersive educational methods. While the latter did not come to fruition, both examples demonstrate that significant federal and state funding opportunities exist that could be leveraged with non-governmental organizations, private corporations, and individual donors to deliver necessary funding to establish a CoE.

Importantly, these disciplines would also generate substantial grants and contracts with high indirect rate recovery, resulting in a healthy return on investment over time.

Timeline

A timeline to achieve a CoE is likely ten years or more, even with a strong institutional commitment. A step of this magnitude would need to be approved by the President’s Office as well as the Board of Trustees.

Next steps

Next steps for exploring the feasibility of this scenario, either before or subsequent to pitching the idea to the President’s Office and Board of Trustees, include (but are not limited to):

- Explore standalone engineering colleges at other UMass campuses and at peer institutions, e.g. program offerings, curriculum, student diversity, strategic growth areas.
- Interview engineering faculty at UMass Boston, other UMass campuses, and peer institutions to understand challenges and opportunities a CoE presents in the current local, national, and global economy.
- Seek feedback from UMass Boston engineering students and alumni to assess existing programs, priority needs, job outcomes, etc.

- Identify opportunities with the federal government, state agencies, and other potential sources of funding for exploratory research on this scenario, along with support for expanding the brick-and-mortar infrastructure (equipment/technology outfitting) necessary for a CoE.
- Conduct exploratory research on potential Boston-area industry partnerships to gauge their level of interest in collaborating on a UMass Boston CoE initiative.
- Gather information on existing UMass Boston partnerships with BPS to consider options for similar CoE initiatives with elementary, middle, and high schools to enhance diversity in STEM education and careers in the communities served by the university.

Scenario: Create a transdisciplinary College that combines the School for the Environment (SFE) and the John C. McCormack Graduate School of Policy and Global Studies (MGS) into a single academic unit

Rank 5 (Voting: Score 133; 11 in favor and 7 opposed)

Scenario and Rationale: This proposal unites the School for the Environment (SFE) and the John W. McCormack Graduate School of Policy and Global Studies (MGS) in a single, interdisciplinary academic unit. This innovative unit would combine similarly sized units with a shared commitment to interdisciplinarity, community engagement, and solutions-focused research and teaching. It would join the academic strengths and wide-ranging expertise of MGS and SFE faculty without requiring significant realignment of either school. Given the urban and coastal challenges facing Boston, this College would be a magnetic presence on the UMass Boston campus, and would enhance its reputation for innovative public-facing scholarship and the training of students for leadership in areas such as population aging, climate change mitigation, peacebuilding, and sustainable development. The College resulting from this combination would also bring together scholars working on interconnected issues of environmental injustice, health inequity, and structural racism. Cutting-edge scholarship in these areas would create new funding pipelines for initiatives to increase course offerings, internships, and research opportunities for undergraduate and graduate students. As Boston's only public research university and the most diverse university in the Northeast, UMass Boston needs a consolidated academic unit dedicated to seeking creative approaches to urgent twenty-first century local, national, and global challenges

Envisioned is a College in which MGS and SFE retain their distinct identities under a centralized administration, continuing to build on their existing integrated programming and demonstrably successful external funding record. For example, both units could retain their status as "Schools." The new unit's collective mission, governance structure, constitution, name, and leadership team would be worked out collaboratively by SFE and MGS faculty. That process would also include department/program level standardization of research, teaching, and service expectations to ensure equity in faculty workload and rewards, as well as the development of strategies for growing undergraduate programs (e.g., BS/BA Environmental Sciences; BA Environmental Studies and Sustainability; BA Urban Planning and Community Development; BA Global Aging and Life Course Studies). McCormack would likely drop the word "Graduate" from its name if larger undergraduate enrollments are to be pursued by the school and the new College. There should be an understanding that growing undergraduate programs takes time and requires necessary investments in faculty and professional staff.

The new College would, upon creation, start with approximately sixty full time faculty, over twenty research centers and institutes, and 700 students (300 undergraduates and 400 graduate students) (see **Table II**).

Table II. Impact of Merger on Size and Composition of Affected Units

Unit	UG majors	Graduate students (MA, PhD)	Graduate students as % of unit total	Students as % of UMass Boston total	IFTE*	Faculty (TT, NTT)	Faculty as % of UMass Boston total	TT faculty	TT fac as % of unit total
SFE	257	95	27.78	2.18	429	22.9	2.74	20	87.33
MGS	45	276**	85.98	2.00	248	37.4	4.48	29	77.54
New College	302	371	55.13	4.18	677	60.3	7.22	49	81.26

Data is from Fall 2020

*IFTE=Total Instructional Full Time Equivalent generated by all undergraduate student credits divided by 15 and all graduate credits divided by 9.

**Does not include all undergraduates pursuing accelerated MAs

At current levels, the combined unit would have an annual budget of about \$12.6 million. Its faculty and staff would seek to grow its numbers of students and academic programs, incrementally, over time. The new College also combines two units with a history of external funding success—combined, the two units report between \$8.5 and \$9.7 million in external funding annually over each of the last five years—and would seek to build on that success in the future. The new College would continue to host the twelve research centers and institutes currently in McCormack and the nine centers in SFE. These centers pursue important, socially- and community-engaged research and programming, contribute substantially to external funding goals, and remain connected to graduate and undergraduate education and research success.

A possible model to conduct further research about establishing a college that combines MGS and SFE is the [Paul H. O'Neill School of Public & Environmental Affairs](#) at Indiana University.

Advantages: The new College would preserve the existing strengths of two small but innovative, high-profile, and civically-engaged academic units, while affording a host of new opportunities for intentional shared growth, faculty and student collaborations, and dynamic community partnerships in Boston and beyond. Specific benefits include:

- Offering numerous opportunities for enhanced, transdisciplinary collaboration in academic programs, research, and community engagement for SFE and McCormack faculty, students, research centers, and existing external partners.
- Reducing size imbalances among UMass Boston academic units, creating a unit with a more optimal balance between the numbers of undergraduate and graduate students and providing financial sustainability over time.
- Preserving the agility and creativity of a small unit, able to respond quickly to new challenges and student needs, while providing a sustainable enrollment and funding base for both schools.

- Highlighting the solutions-oriented, interdisciplinary, and local/global foci that can attract external funding and additional students.
- Establishing a uniquely social and environmental justice-oriented college to which future sub-units could be added (e.g., School of Public Health, or particular undergraduate or graduate programs or departments).
- Designing and framing a college that engages in a number of grand challenges for local, national, and global communities, including climate/environmental change, social/racial/economic equity, good governance, and demographic/migration/aging issues.
- Providing Boston's only affordable option for students pursuing careers in environmental, sustainability, governance, policymaking, conflict resolution/mediation, public service, and gerontology/aging fields.
- Advancing UMass Boston's equity, diversity, and inclusion by increasing student access to rewarding public service careers while helping to diversify a set of vital professions that generally lack diversity.
- Creating opportunities for new cross-listed courses, cross-unit teaching, certificate/degree programs (e.g., environmental justice, science-policy interactions, environmental policy), accelerated master's programs, and an enriched undergraduate curriculum.
- Resulting in potential administrative efficiencies through sharing professional staff, academic support systems, undergraduate advising, marketing, development, and alumni relations.
- Enabling necessary enhancement of support for external funding and grant management.
- Providing an ideal home for Centers and Institutes with related missions.

Disadvantages: While the proposed College has many notable advantages, trade-offs and challenges imply high transaction costs.

- As relayed in the As Is scenario, a persuasive case has not been made to reorganize colleges and schools writ large. Small academic units like MGS and SFE have been established with mission-driven, advanced, and specialized curricular objectives to serve distinctive and diverse UMass Boston student constituencies. They do so very well.
- Both MGS and SFE emerged as Programs/Institutes from colleges (MGS-CPCS and SFE-CSM) and then organically and strategically grew into standalone schools. Some may view a merger as regression, not progressive change.
- There is a lack of support among faculty within SFE. Based on feedback from SFE faculty and staff, SFE representatives to the ART expressed a strong preference for SFE's continued independence and autonomy and opposed any merger with MGS and/or other units. This opposition is based on experience, including lost productivity and faculty during previous reorganizations and mergers. Furthermore, SFE has spent over three years developing its current governance and administrative structure, which has been specially tailored to its transdisciplinary structure. This includes research and teaching expectations, start-up requirements, and tenure and promotion protocols that differ between the physical and social sciences. A particularly acute concern for SFE is their junior faculty who have already experienced substantial organization and procedural

changes in the last several years. At the very least, SFE would require a transitional period to allow current junior faculty to go through the existing tenure and promotion process. Ignoring strong opposition by SFE could lead to anti-healing and post-pandemic disruption for both faculty-student constituencies if such a merger were forced.

- MGS faculty expressed concern as well about the impact of some merger on its autonomy and flexibility. MGS concerns center on the loss of autonomy and flexibility in teaching, research, community engagement, branding, hiring, tenure, promotion, and all other areas of collective decision-making.
- SFE faculty perceptions that any size difference between the two units as they merged would create greater short- and long-term risk for SFE faculty, students, and programs (e.g., unequal voice in governance, promotion, and tenure decisions, hiring; later UMass Boston administration again targeting a “small” school).
- MGS is differently structured than SFE, which may complicate integration and increase its drawbacks. MGS’s structure is department rather than program based. It also constitutes a unique model that integrates many of its twelve research community centers/institutes into its graduate and advanced undergraduate education curricula. Each department has its own distinctive disciplinary identity, and a merger could disrupt years of progressive improvements in its unique integrative model.
- Ranking and reputation: MGS is much larger and more diverse than the typical policy and public affairs school, most of which do not have the range of programs or their own brand or reputation; combining it with another school would only increase its size and diversity, making it a potential outlier. The trade-offs of this must be fully analyzed.
- MGS is named after John W McCormack with a considerable million-dollar endowment that supports much of its policy action work in Greater Boston and around the world. The potential loss of MGS as a named school in a merger could prove challenging, given the McCormack brand, and even devastating, given that the endowment requires the McCormack name. For these reasons, potential name changes could be limited to, potentially, replacing “School” with “College” and dropping of “Graduate,” but “John W McCormack” must be maintained.
- Concerns among some faculty in MGS and SFE about the loss or change in identity for each unit.
- Absent the establishment of its own larger undergraduate programs, this proposal would not significantly change MGS’s relatively low student-faculty ratio or weak connections to undergraduate feeder programs.
- The new College would be a possible mismatch for some SFE natural science faculty.
- The new College would need to address contributions to MGS/SFE programs from faculty in other units.
- This scenario does not fully address the size imbalances among UMass Boston academic units, leaving large units intact unless other organizational changes occur (e.g., through the creation of a University College or moving CLA departments or programs).

Must-haves: The new academic unit allows MGS and SFE to preserve intact their existing programs while jointly exploring new opportunities and changes, more so than other possible

reorganizations. For instance, SFE's highly successful integrated approach to undergraduate and graduate education, with courses dependent on interdisciplinary faculty and programs (e.g. their popular new Environmental Studies major), would likely not survive even a partial dismantling of the school. Alternatively, severing one of MGS's departments from the School would separate faculty and programs who share increasing research and teaching connections. Furthermore, MGS and SFE have important and extensive external partnerships that must be supported and cultivated by the proposed new College. Faculty and professional staff would also require assurances that these two schools and the proposed new College would not be subject to reorganization pressures again for some time. The College and the Schools in it must be given adequate time to adjust and grow. This concern is particularly acute for SFE, because the current reorganization processes and pressures are taking place at a time when SFE faculty have invested heavily in its governance and administrative structure and in developing equitable faculty and staff performance metrics and tenure and promotion protocols. SFE must-haves include 1) Autonomy over the SFE budget to invest in areas of transdisciplinarity, coastal focus, and convergent opportunities, and 2) Autonomy over the tenure and promotion process of SFE faculty.

Faculty and staff in both schools must be assured **meaningful and shared participation** in deciding the organizational and programmatic details of the new College. SFE would retain much of its existing constitution, developed over the last five years via extensive stakeholder participation. Future plans may prioritize co-location of some faculty and programs to enhance collaboration, community building, and student success.

A new interdisciplinary College should also endeavor to support and enhance faculty affiliations and connections to disciplinary departments and other relevant units in other colleges. It should also seek to actively involve and engage interested faculty based in other colleges into its educational, research and engagement activities.

Summary: The proposed creation of this new College would narrow the range in size of UMass Boston academic units, while creating a new high-visibility, grants-drawing college with minimal disruption to two existing units. The new College would contribute substantially to all facets of UMass Boston's mission: undergraduate and graduate teaching, research and scholarship, and community engagement.

VIII. Other ideas Considered by the ART

The remaining nine ideas received varying degrees of non-support by the ART. The ART elected to break them into two subgroups. The first two ideas were designated by the ART for a slightly longer analysis than the remaining seven ideas based on their relatively higher ranking. Though fewer than one-third of Task Force members identified them for mandatory inclusion, their votes in favor nevertheless were higher than those opposed. These include:

School for the Environment Standalone (rank 6)

Rename College of Management to College of Business (rank 7)

The remainder received higher ratios of votes opposed to including them, with some receiving ambivalent responses (ideas ranked 8 and 9) and others receiving very high levels of opposition from students, staff, and faculty (ideas ranked 10 through 14). All are given only a brief description below. They are:

Create a School for the Arts (rank 8)

Restructure and rename the College of Liberal Arts (rank 9)

Create a College of Integrated Sciences with all bench and field sciences (rank 10)

Move McCormack Graduate School into CLA (rank 11)

Create a University College with the Honors College incorporated as a program (rank 12)

Combine select CLA departments with McCormack Graduate School (rank 13)

Create a College of Transdisciplinary Research and Studies (rank 14)

Idea: School for the Environment Standalone

Rank 6 (Voting: Score 140; 7 in favor and 4 opposed)

Although this idea did not rank in the top 5, it received a score of 140, which represented a 7-point difference from the contrasting proposal of the SFE-MGS merger. Almost one-third of the Task Force (only four fewer members than the SFE-MGS merger) believed that it should be included as a full scenario in the final report.

The School for the Environment (SFE) is UMass Boston's newest independent academic unit, established in 2013 and gaining independence from CSM in 2016. It was created "to address complex environmental problems affecting coastal ecosystems and communities through transdisciplinary research, teaching, and engagement." SFE has undergone continual change and adaptation from a Program to a Department to a School within CSM to, four years ago, becoming an independent School. As a School, SFE has developed governance structures, academic programs, and research strengths. Its highly collaborative and entrepreneurial culture has enabled SFE to invest its resources in the most important work (transdisciplinary research, education, and community engagement) as well as to maintain control over the reward process (tenure and promotion). SFE faculty have learned to serve on very diverse doctoral committees, promote diversity in admissions and retention strategies, evaluate impactful transdisciplinary scholarship including diverse evidence in addition to papers and grants, and recruit excellent

like-minded faculty and students. These efforts have resulted in a growing enrollment of 352 students (F20) comprising a sound undergraduate foundation of 257 BA/BS students and a large graduate student base of 95 MS/PhD students. A Strategic Planning process during AY 2019-2020 outlined multiple goals and processes to advance student success, enrich academic programs and research, and improve the SFE working environment while working within a balanced budget, and ever-evolving infrastructure.

Promotes Mission-driven Research: The School for the Environment has thrived in its mission to address society's grandest environmental challenges. SFE's world-class, collaborative, and engaged faculty have led major transdisciplinary efforts combining research, education, and community engagement. With its focus on integrating the efforts of natural scientists, social scientists, and urban planners, SFE is now in a unique position to address complex issues involving social equity, climate change, and coastal resiliency. Moreover, SFE has evolved a transdisciplinary culture that crosses conventional academic unit boundaries that makes a merger with or move to another academic unit counterproductive. Central to SFE's success has been its ability to respond quickly and effectively to external funding opportunities due, in large part, to its non-hierarchical structure and entrepreneurial culture that strongly encourages transdisciplinary thinking by operating without traditional disciplinary-based departments and has allowed SFE to become the highest per capita externally funded academic unit in the university (excluding centers and institutes).

Preserves Interdisciplinary Programs: Some of the most transformational research and teaching programs on campus are interdisciplinary programs. These programs are described as preparing students for "the real world" and tend to foster creative thinking and critical analysis of problems. The SFE's undergraduate education in community development, environmental science, and environmental studies and sustainability is inherently interdisciplinary. It is perhaps because SFE is a small school it can effectively coordinate with other academic units and departments and facilitate interdisciplinary programs through cross-listing and making affiliated faculty appointments. One highly interdisciplinary major is SFE's Environmental Studies and Sustainability major, which includes coursework across four different campus academic units. This new major, which was initiated soon after SFE gained its independence, has grown to 48 majors in just three years. There is a strong concern that reorganizing SFE into a larger college could dramatically hurt the major.

Grows Diversity in Environmental Fields and Community Development: SFE is leading nationally in diversifying the fields of Environmental Science, Studies, and Community Development. Course work in Environmental Justice, Cities and the Environment, and SFE's focus on climate and social justice throughout its curriculum draw more students of color into its majors. For example, while nationally 67 percent of environmental science undergraduate degrees are awarded to white students, SFE's student body more closely resembles the demographics of Boston with 57 percent white students.

Avoids Transaction Costs: A merger with another college will require SFE students, faculty, and

staff to undergo another major reorganization in less than five years, which would have unnecessary and painful transaction costs. These costs are on top of the negative impact that the past two years of Administration-initiated discussions regarding SFE's "size" has had on SFE's student and faculty recruitment, morale, and productivity. A final concern is the impact on SFE's junior faculty who are approaching the end of their tenure probationary periods, who, if transferred to a new merged college, would experience a third major change in the personnel, policies, and procedures involved in their reviews.

Advantages of SFE Standalone:

- SFE as currently constituted is working well. Why undertake a costly process to fix that which is not broken?
- No single discipline can address today's environmental challenges on its own; thus, the SFE is expressly transdisciplinary. This transdisciplinary philosophy already crosses unit borders and includes a high level of collaboration with multiple units across campus.
- Current BA/BS Degrees are made possible by the unit's diverse faculty focused in natural or social sciences. Offering these degrees would be difficult/impossible under a different unit configuration.
- SFE enrollment is growing at both undergraduate and graduate levels: F20: 257 BA/BS, 95 MS/PhD (37 percent graduate students), suggesting that SFE's status as an independent academic unit may be having a positive effect on recruiting.
- SFE's instructional full-time enrollments per faculty are high and comparable to other units with high IFTE/faculty ratios such as CLA, CSM, and CM. Even as a small independent unit, it continues to attract students from across the university to its classes.
- SFE identity enhances its ability to attract grant, foundation, and philanthropic funds. Merging with another unit could disrupt significant SFE scientific projects, such as The Stone Living Lab for Coastal Resilience initiative, the Greater Boston Research Advisory Group (GBRAG) project (initiated Fall, 2019), and The Community-Driven Assessment of Environmental Health Risks in Vieques, Puerto Rico (US EPA, June 2020).

Disadvantages of SFE Standalone: For disadvantages of "SFE Standalone," reference section VII, *Scenario*: Create a transdisciplinary College that combines the School for the Environment (SFE) and the John C. McCormack Graduate School of Policy and Global Studies (MGS) into a single academic unit.

Idea: Rename College of Management to College of Business

Rank 7 (Voting: Score 146; 7 in favor and 3 opposed)

This idea proposed to rename the College of Management (CM) to the College of Business. ART voting placed this in the middle of the rankings, with favorable votes that, though single digit, were double that of the unfavorable. Its ranking reflected the generally strong support for the idea, though also the sense that it was perhaps something that could be accomplished internally to the CM.

The College of Management at UMass Boston has been organized under this name since its inception. This name was more relevant when business education was largely focused on teaching students the ‘principles and practices of general management’ with supportive roles played by other disciplines such as Accounting, Finance, and Marketing, etc. Business education has evolved and now it is widely recognized that these other disciplines require their own bachelor’s, master’s, and doctoral degrees. However, at UMass Boston’s CM, there currently are no terminal bachelor’s degrees in Accounting, Finance, and Marketing. Instead, undergraduate students major in the Management discipline and have the option of completing “concentrations” in the areas of Accounting, Finance, Marketing, etc., by taking electives.

Issues with the current college name and the organizational structures associated with it:

- A past Dean of Enrollment at UMass Boston informed the college that at enrollment Open Houses, the college’s offering of concentrations in disciplines such as Accounting and Finance was confusing to prospective students. Unlike other universities that offered bachelor’s level terminal degrees, UMass Boston’s concentrations did not offer a clear path to careers in these other disciplines.
- In a business forum organized by former Interim Chancellor Katherine Newman, industry HR executives made clear that UMass Boston student resumes had confusing concentrations that were not competitive with applications from students from other universities with the designation of majors in these disciplines. The college’s Advisory Board has also encouraged and supported proposals to work toward implementing degree programs rather than concentrations.
- A review of nineteen peer and aspirational institutions (see Appendix L) shows that twelve of nineteen have Colleges or Schools of Business and three have Colleges of Business Administration. Two of those institutions had Colleges of Management and two had no program. This suggests that many more academic business units in comparable institutions use the word “Business” rather than “Management” in their name to identify themselves. However, institutions discussed in this report may or may not reflect either the quality or number of peer institutions used by the College of Management to assess its quality or accreditation with the Association to Advance Collegiate Schools of Business (AACSB), the college’s accreditor. Additionally, two business schools within the UMass System have Colleges of Management (UMass Amherst Isenberg, UMass Boston) while two schools have Colleges of Business (UMass Lowell, UMass Dartmouth). A key competitive concern that remains for the College of Management is the lack of a named college of business or management.

Trade-offs of changing the name of the College of Management to the College of Business:

- Implementation of appropriate degree programs will bring UMass Boston in line with most other universities in the US and will help it recruit prospective students. Moreover, the college as a whole could see higher enrollments under a different structure. However, developing these terminal degrees is currently difficult as some faculty contend both that

the word “Management” in the college name is important and the current structure, with fewer competing terminal degrees, is better.

- Developing bachelor’s degree programs in various business disciplines will allow these disciplines to offer the very desirable 4+1 undergraduate to graduate degree pathways, which will provide crucial pipelines to the college’s graduate programs.
- There are many Colleges of Business that have been named after patrons who have made substantial donations. As a College of Management, UMass Boston has struggled to attract the same. Since potential donors could come from any one of the business disciplines, the chances of attracting a donor would grow if the college had a more general and inclusive word such as “Business” in its name.

Idea: Create a School for the Arts

Rank 8 (Voting: Score 152; 6 in favor and 6 opposed)

This idea would establish a School for the Arts (SfA) as a unit within the College of Liberal Arts, and would consist of the existing Departments of Performing Arts (Music and Theater Arts majors and the Dance minor) and Visual Arts (Art major), as well as the Cinema Studies minor. The arts play a critical role, from probing societal injustices to providing an imaginative and welcome refuge from the daily routine. The nation’s racial reckoning and UMass Boston’s own engagement in a process of racial reconciliation make a dedication to—and a diversification of—the arts ever more vital to the health of the city of Boston. Creating a SfA would align with UMass Boston’s demographic character and mission to (1) provide access to a quality education for all residents of Boston and the Commonwealth regardless of their ability to pay, and (2) find ways to dramatically improve the material conditions, health, and wellbeing of members of the marginalized communities that UMass Boston serves. “Access” takes on added significance in this context because the application process for admission to arts programs can be exorbitant, requiring applicants to compile expensive portfolios and travel to universities and colleges for auditions or interviews—to say nothing of the cost of private lessons. Exciting partnerships could be developed with local arts organizations in communities that many of UMass Boston students call home. In addition, this structural arrangement could lead to the creation of vibrant cross-collegiate programs in areas such as arts advocacy and fundraising; arts management; theater education; or arts-related therapies.

ART voting placed this in the middle of the rankings, reflecting its perceived strong advantages alongside recognition that other challenges facing UMass Boston might require priority investment. In terms of advantages, UMass Boston would be the only public, urban university in the state with a SfA and a BFA theater program in a culturally dynamic city. A SfA could greatly facilitate fundraising for the arts on campus by uniting them within a school, which is more broadly appealing to potential benefactors and strengthens the “asking” power of these requests. Combined with the new facilities in University Hall, a SfA would put a face on the arts at UMass Boston and would facilitate a more comprehensive approach to student recruitment. A SfA would also provide the impetus for offering a BFA (and later a MFA), which is generally more

attractive to prospective students and their future employers. And housing a SfA in CLA may make double majoring more achievable in four years than is often possible, improving student outcomes. Finally, a SfA would provide an invaluable opportunity to build stronger connections between the physical campus and the surrounding community. Disadvantages were fewer, though significant. A SfA could increase faculty burdens by involving them in pre-review application processes and in overseeing students' capstones. In addition, UMass Boston would have to hire more full-time, tenure-stream MFA theater faculty, particularly in performance areas, because it currently has just one TT faculty member; yet, about 75 percent of its Theater majors are interested in performance areas. In sum, the advantages of establishing a SfA seem to outweigh the disadvantages in that significant resources would come from student enrollment and philanthropy/grant funding, as well as through collaborative relationships developed with local arts institutions.

Idea: Restructure and rename the College of Liberal Arts

Rank 9 (Voting: Score 167; 2 in favor and 3 opposed)

This idea proposed to restructure and rename CLA to the College of Social Sciences and Humanities. This idea had neither strong support nor strong opposition in the voting. The proposal called for an evaluation of and equitable distribution of support services, faculty distribution, and resources. The advantages might include savings and efficiencies in centralizing support services, crafting academic support and resources to meet the needs of social sciences and humanities education and research. The trade-offs included a remaining concern about the lack of visibility and support for the Humanities. Moreover, CLA is currently understaffed in many offices and departments, and any restructuring (especially if aimed at cost-cutting) has the potential to exacerbate those serious deficiencies and to put more burdens on staff.

Idea: Create a College of Integrated Sciences with all bench and field sciences

Rank 10 (Voting: Score 195; 4 in favor and 14 opposed)

This idea proposed to join all bench and fields scientists from across the University (including from Psychology in CLA, from SFE, from all current CSM departments, and from departments in CNHS) into a single academic unit to be named the College of Integrated Sciences. There was very strong opposition to this in ART voting, with 14 of 24 voters stating it must be excluded as an option. An advantage would be the centralization of services to support lab faculty and lab-based STEM education and research. It would also build on and enhance the existing framework for administration of teaching, research, and service in the science disciplines; centralize technician support and oversight for laboratories, research facilities, and instrumentation clusters; facilitate sharing and support across lab and field science initiatives; and create potential administrative staff efficiencies. The disadvantages are significant, especially the disruption to current units and departments (including those in CSM, which would need to restructure to accommodate new research and educational programs) and to faculty productivity. Integrating

different academic cultures might prove an insurmountable challenge, even as it isolated the sciences and preserved the traditional disciplinary framework.

Idea: Move McCormack Graduate School into CLA

Rank 11 (Voting: Score 208; 2 in favor and 12 opposed)

This idea proposed to move the McCormack Graduate School into the College of Liberal Arts, where it would retain a degree of independence, build synergies with CLA departments and undergraduate programs, and have its own leadership while nested within a larger college. There was very strong opposition to this in ART voting, with 12 of 24 voters stating it must be excluded as an option. Advantages included the removal of some extant obstacles to inter-departmental collaboration, especially between undergraduate and graduate programs; easier coordination of instructors who teach in both units; expansion of the percentage of TT faculty and graduate students in CLA; and the integration of MGS into a unit with a stronger undergraduate enrollment base. However, opposition to this was very strong for many reasons.

Embedding policy schools within a larger college of liberal arts or social sciences is less common nationally than standalone policy schools or colleges. Furthermore, McCormack is much more than a policy school, incorporating, for example, transdisciplinary specialized study in aging/gerontology and global institutions. All of McCormack's departments and centers/institutes engage in policy action, but only one department is akin to a policy program that might align with programs in a CLA; moving MGS into CLA therefore would be disruptive to its sixteen graduate and undergraduate programs and thirteen Centers and Institutes. Also, compared to MGS, embedded policy programs tend to have much smaller full-time faculty and a much larger set of shared or borrowed faculty from disciplinary departments. Additionally, unlike McCormack, embedded programs tend not to have their own brands and reputations, while exhibiting a much smaller intellectual and programmatic footprint than exists with McCormack. Fundamentally, subsuming McCormack in CLA, or creating a new school that focuses exclusively on policy, would fail to acknowledge the complexity and breadth of the educational, scholarly, and outward facing activities undertaken within McCormack. Such a "forced merger" would confirm a huge loss of autonomy in teaching, research, community engagement, branding, hiring, tenure, promotion, and all other areas of collective decision-making while imperiling the adaptive behaviors that have allowed McCormack to grow and diversify into a school of interdisciplinary, specialized, and advanced study and scholarship with local, national, and global impact. Together, these could have a negative effect on its ability to attract external funding and on UMass Boston's established reputation in this area, both of which are essential to fulfilling the University's mission and identity. This might also threaten its strong relationships with community and regional partners. Consequently, subsuming McCormack into CLA or establishing a policy-only school that ignores McCormack's other core elements, are among the options most opposed by McCormack.

Idea: Create a University College with the Honors College incorporated as a program

Rank 12 (Voting: Score 224; 4 in favor and 16 opposed)

This idea proposed to create a University College with the Honors College folded into it, converting the Honors College into a program. There was extremely strong opposition to this in ART voting, with 16 of 24 voters stating it must be excluded as an option. This was the highest number of unfavorable votes of any idea (with two-thirds of voters stating it must be excluded as an option), and, alongside the near consensus on the ART in support of creating a University College *without* any change in the organizational structure or autonomy of the Honors College as it currently stands, indicates that the strong opposition to this proposal lay in its proposed change in the status and autonomy of the Honors College.

Advantages of this idea are, in addition to those listed in Scenario: Create a University College above, the ability of Honors staff to model how to organize the proposed University College and access of the newly reorganized Honors Program to undeclared students for recruitment purposes. Trade-offs were considered very high, however, including that Honors would lose its accreditation as a College. Moreover, much more so than Honors programs, Honors Colleges are drivers of recruitment, attracting high-performing students who enhance the academic experience and university rankings. Additionally, the conversion of UMass Boston into the only school in the UMass system without an Honors College would have significant implications for system-wide racial and economic diversity and equity. Since it became a College in 2013, prior to which it was a program, Honors College staff have had access to the resources that have enabled them to admit a diverse class of students that mirror the UMass Boston student body, making it one of the few Honors Colleges built upon an ethic of access rather than exclusivity.

Idea: Combine select CLA departments with McCormack Graduate School

Rank 13 (Voting: Score 225; 5 in favor and 13 opposed)

This idea posited the construction of connections between faculty who have a primary focus on public policy in MGS and CLA to join them in a shared mission of 1) fostering the intellectual and professional development that prepares students to be leaders in working with communities to develop and implement policy that seeks to address systemic inequities, and 2) producing scholarship that aims to assist organizations and institutions to govern more effectively. It would merge three departments in CLA (Economics, Human Services, Political Science) with the three departments and thirteen Centers and Institutes in MGS to create a new academic unit. The ART voting demonstrated very strong opposition, with over one-half of voters stating this must not be included as an option.

Advantages were posited as the construction of teaching and research synergies among faculty with a shared interest in related social sciences or interdisciplinary programs, the creation of a strong undergraduate enrollment foundation for MGS's graduate programs, the narrowing of the range of academic unit sizes, and, through the creation of new teaching and service requirements

across the new unit, enhanced equity in faculty workloads in these areas. The tradeoffs were considered to be extremely high, however, with the potential for high disruption and low success. Distinct academic cultures, resource allocations, teaching and service loads, and salaries in the extant units have created historic impediments to stronger collaborations; these imbalances would need to be overcome for a new unit to succeed. Moreover, the departments currently located in CLA are well-integrated and thriving. Severing them from supports and collaborations in that unit might undercut them while sheering off disproportionately large tenured/tenure track faculty units, negatively impacting the research endeavor of CLA. Similarly, the relatively smaller size of the current MGS departments might lead them to struggle for resources in the new unit. Finally, CLA faculty felt very strongly that, were a merger of these departments to occur, it would need to be built from the ground up (rather than simply moving CLA departments to MGS) so as to ensure the creation of a new and shared mission, workload policies, and identity in which all faculty were invested and participating on equal footing.

Idea: Create a College of Transdisciplinary Research and Studies

Rank 14 (Voting: Score 229; 1 in favor and 15 opposed)

A Transdisciplinary College was envisioned as a non-siloed academic framework similar to the current SFE organizational structure. It would be created from combining SFE and MGS, which would remain schools, with a cluster of academic departments and programs that currently work with those schools in some capacity, including Economics, Engineering, Human Services, Labor Studies, and Political Science. The new college could also include the William Monroe Trotter Institute, the Mauricio Gastón Institute for Latino Community Development and Public Policy, the Institute for Asian American Studies, the William Joiner Institute for the Study of War and Social Consequences, and the Institute for New England Native American Studies. ART voting revealed very strong opposition, ranking this last with about 62 percent of respondents stating it must not be included as an option. Advantages were posited as scaling up an existing academic structure (SFE) that supports current and future transdisciplinary educational and research initiatives rather than continuing the disciplinary structure; minimizing barriers to research collaboration, cooperative teaching, and joint appointments; reducing the number of colleges while narrowing the range in academic unit sizes; and improving support and administrative efficiencies for institutes. Trade-offs would be very high, however, with significant displacement, disruption, and loss of productivity for some length of time; the need to develop a new academic mission, organization, and culture; and severing departments from their current homes in CSM and CLA where they are well-integrated and have strong collaborations in order to move them to a new unit alongside schools with which they have fewer connections and collaborations.

Submitted by the Members of the Academic Reorganization Task Force

Chair: Susan Gauss, Associate Professor, College of Liberal Arts

Maura Branley, Staff, Graduate Studies

Christine Brenner, Associate Professor, McCormack Graduate School, Budget and Long Range Planning Representative

Elizabeth Bussiere, Associate Professor, College of Liberal Arts, Honors College Representative

Maya Correia, Undergraduate Student, College of Nursing and Health Sciences

Rosanna DeMarco, Professor and Associate Dean, College of Nursing and Health Sciences

Ellen Douglas, Professor and Associate Dean, School for the Environment

Rita Kiki Edozie, Professor and Associate Dean, McCormack Graduate School

Heidi Gengenbach, Associate Professor, College of Liberal Arts, Faculty Council Representative

James Grant, Associate Professor and Senior Associate Dean, College of Management

William Hagar, Associate Professor, College of Science and Mathematics

Jill Macoska, Distinguished University Professor of Science and Mathematics, College of Science and Mathematics

Edward Alan Miller, Professor, McCormack Graduate School

Thomas Miller, Assistant Vice Chancellor for Academic Affairs and Financial Services

Joyce Morgan, Staff, Ross Center

Erin O'Brien, Associate Professor, College of Liberal Arts

David Pantalone, Professor and Associate Dean, College of Liberal Arts

Aaron Parayno, Graduate Student, College of Education and Human Development

Helen Poynton, Associate Professor, School for the Environment

Kenneth Reardon, Professor, School for the Environment

Megan Rokop, Associate Dean, Honors College

Michael Shiaris, Professor and Associate Dean, College of Science and Mathematics

Angela Stone-MacDonald, Associate Professor and Associate Dean, College of Education and Human Development

Stacy VanDeveer, Professor and Chair, McCormack Graduate School

Kiran Verma, Associate Professor and Chair, College of Management

Songtian (Tim) Zeng, Assistant Professor, College of Education and Human Development

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Appendix A: Peer and Aspirational Institutions Researched by the ART

The Comparative Models Subcommittee developed a list of peers and aspirational institutions by drawing from the list provided by OIRAP at UMass Boston (https://www.umb.edu/oirap/facts/peer_institutions_and_urban_coalitions) as well as from schools that were part of urban coalitions of which UMass Boston is a member, including the Coalition of Urban Serving Universities and the Coalition of Urban and Metropolitan Universities. The Subcommittee also considered schools identified as peer and aspirational institutions by UMass Boston academic units. It then included some additional universities that met aspects of some or all of these criteria:

- Urban
- Public
- Part of a system
- Carnegie research classification R2
- Enrollment numbers for undergraduate and graduate students
- Student demographics

Schools researched by the Comparative Models Subcommittee are:

Arizona State University (ASU)
 The City College of New York (CUNY)
 Cleveland State University (CSU)
 Eastern Michigan University (EMU)
 Florida Atlantic University (FAU)
 Indiana University - Purdue University Indianapolis (IUPUI)
 Kent State University (KENT)
 Northeastern University (NEU)
 University of Arkansas (UA)
 University of Illinois at Chicago (UIC)
 University of Louisville (UL)
 University of Maryland, Baltimore County (UMBC)
 University of Massachusetts, Amherst (UMA)
 University of Massachusetts, Lowell (UML)
 University of Memphis (MEM)
 University of Missouri - Kansas City (UMKC)
 University of New Orleans (UNO)
 University of Washington (UW)
 Wayne State University (WSU)

**Commonalities in Standalone Colleges/Schools
among Peer and Aspirational Institutions**

STAND-ALONE COLLEGE/SCHOOL (# of peers with this as standalone unit/total # of peers analyzed)	VARIATIONS
Where is Engineering? (18/19)	<ul style="list-style-type: none"> • In a stand-alone college/school: MEM, UW, UA, UL, KENT, CSU, UML, ASU, UMA, EMU, FAU, IUPUI, NEU, CUNY, UMBC, UIC, WSU, UMKC • In a College of Sciences: UNO
Where is Management (or Business)? (17/19)	<ul style="list-style-type: none"> • In a stand-alone college/school: MEM, UW, UA, UL, KENT, UNO, CSU, UML, ASU, UMA, EMU, FAU, IUPUI, NEU, UIC, WSU, UMKC • In a School of Civic and Global Leadership: CUNY • In a college of Arts, Humanities, Social Sciences: UMBC
Where is Honors? (15/19)	<ul style="list-style-type: none"> • In a stand-alone college: MEM, UA, KENT, CSU, UML, ASU, UMA, EMU, FAU, IUPUI, CUNY, UMBC, UIC, WSU, UMKC • In a program: UW, UNO, UL, NEU
Is there a single centralized Graduate School? (14/19)	<ul style="list-style-type: none"> • Yes, one for all disciplines: Memphis, UW, UNO, UA, UL, CSU, ASU, UMA, EMU, FAU, UMBC, UIC, WSU, UMKC • No, but has Graduate Studies office: KENT, UML, NEU, CUNY, IUPUI
Is there a stand-alone college/school related to public policy/affairs? (15/19)	<ul style="list-style-type: none"> • No stand-alone college/school: MEM, UA, UL, KENT, UNO, UML, ASU, UMA, EMU, FAU, IUPUI, NEU, CUNY, WSU, UMKC • Urban Affairs: CSU • Urban Planning and Public Affairs: UIC • Public Policy and Governance: UW • School of Public Policy: UMBC
Where is Education and Human Development? (14/19)	<ul style="list-style-type: none"> • In a stand-alone college/school: MEM, UW, UL, UML, CSU, ASU, UMA, EMU, FAU, IUPUI, CUNY, UIC, WSU, UMKC • Combined with Health Professions/Sciences: UA, KENT • Combined with Liberal Arts and Humanities: UNO, UMBC • Within Professional Studies: NEU (graduate only)
Where is Nursing? (11/19)	<ul style="list-style-type: none"> • In a stand-alone college/school: MEM, UW, UL, KENT, CSU, ASU, UMA, FAU, IUPUI, UIC, WSU • In or combined with Health Sciences: UML, NEU, UMKC • Through a partnership with other campuses in the same system: UNO, UMBC, CUNY • Within Education & Health Professions: UA • In a College of Health and Human Services: EMU
Where are Arts and Humanities? (10/19)	<ul style="list-style-type: none"> • Combined into Arts and Sciences: MEM, UW, UA, UL, KENT, ASU, EMU, UIC, WSU, UMKC • Combined with Social Sciences: CSU, UML, FAU, IUPUI, NEU, UMBC • In a college of Humanities and Fine Arts: UMA, CUNY • Combined with Education & Human Development: UNO

Where are the Social Sciences? (10/19)	<ul style="list-style-type: none"> • Combined with Arts and Sciences: Memphis, UW, UA, UL, KENT, ASU, EMU, UIC, WSU, UMKC • Combined with Arts/Humanities: CSU, UML, FAU, IUPUI, NEU, UMBC • In a stand-alone college: UMA • In a college of Arts, Education, and Human Development: UNO • Combined with Business into School of Civic and Global Leadership: CUNY
Where are the Natural and Physical Sciences? (10/19)	<ul style="list-style-type: none"> • Combined into Arts and Sciences: MEM, UW, UA, UL, KENT, ASU, EMU, UIC, WSU, UMKC • In a stand-alone college: UNO, UML, CSU, UMA, FAU, IUPUI, NEU, CUNY, UMBC
Where is Public Health? (7/19)	<ul style="list-style-type: none"> • In a stand-alone college/school: MEM, UW, UL, KENT, CSU, IUPUI, UIC • In College of Health Sciences/Solutions: UML, ASU, UMA, NEU, UMKC • In a College of Sciences: UNO, FAU • Combined with Education: UA • In a College of Arts and Sciences: WSU • In a College of Health and Human Services: EMU • In a College of Arts, Humanities, and Social Sciences: UMBC • Through a partnership with a different campus: CUNY
Where are the Health Sciences? (7/19)	<ul style="list-style-type: none"> • In a stand-alone college: MEM, UML, ASU, IUPUI, NEU, UIC, WSU • Combined with Sciences: CSU, FAU, CUNY, UMBC • Split between Education, and Public Health: KENT, UL • Combined with Education: UA • Split between Arts/Sciences and Public Health: UW • Within a College of Education, Liberal Arts, and Human Development: UNO • Combined with Public Health: UMA • In a College of Health and Human Services: EMU • Combined with Nursing: UMKC
Where are Environmental studies/sciences? (7/19)	<ul style="list-style-type: none"> • In a College of Sciences: UNO, UML, CSU, UMA, FAU, NEU, CUNY • In a College of Arts and Sciences: UL, KENT, ASU, WSU, UMKC, UIC • In a School of Public Health: MEM • In a stand-alone college/school: UW • In a college of Arts, Humanities, and Social Sciences: UMBC • In a College of Agricultural, Food & Life Science: UA • In a College of Health and Human Services: EMU • Split between Sciences and a School of Public and Environmental Affairs: IUPUI

Appendix B: Memo about Consultation Regarding Potential Academic Reorganizations



UNIVERSITY OF MASSACHUSETTS BOSTON
UMASS OFFICE OF THE PROVOST AND VICE CHANCELLOR FOR ACADEMIC
617.287. 5616
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AFFAIRSF:

MEMO

From: Emily McDermott, Interim Provost and Vice Chancellor for Academic Affairs

To: Faculty Council Executive Committee

Chair, Budget and Long-Range Planning Committee

College Senate Moderators

Deans

Subject: Consultation Regarding Potential Academic Reorganizations

Date: December 2, 2019

I am writing to ask you to join me in a widespread, multi-pronged consultative process among faculty, staff, and students concerning potential modifications to the University's present academic structure. I envision this as a process that will engage both collegiate and university-wide governance bodies in discussions through the Spring 2020 semester, with a goal of informing and helping to shape any ensuing reorganization plan. I am also asking Deans to initiate similar consultations with departmental faculty in their colleges/schools, through their department chairs.

The authority to organize the administrative structures within which faculty operate and faculty-approved academic programs are offered is, with due limitations, vested in the campus administration by the Board of Trustees; this authority is affirmed as a management right by the FSU/MTA 2017-20 collective bargaining agreement, article 4.1 ("Management Rights"): "The Administration retains and reserves to itself all rights, powers, privileges, duties, responsibilities and authority conferred upon and vested in it by law,... including but not limited to the right to operate, manage, control, organize and maintain the University and in all respects carry out the ordinary and customary functions of management..."

In the spirit of shared governance, and in recognition of the interests of faculty and other stakeholders in the administrative structures within which they operate, the Faculty Council Constitution accords to the Faculty Council the power "to review and make recommendations regarding the planning and development of the Campus, especially in the creation of new units and colleges and in substantial changes to existing units" (4.E). It is in response to this provision of the Faculty Council Constitution that I now:

- Invite input and recommendations concerning potential reorganization severally from the Faculty Council and other standing faculty governing structures on campus (Budget and Long-Range Planning Committee, college/school senates, academic departments), as well as from faculty, staff, and students at large, to be submitted to me by April 1, 2020.
- Invite Deans, the Faculty Council, and the college/school senates to forward to me nominations or self-nominations for faculty, staff, and student membership on an Academic Reorganization Taskforce to

make recommendations concerning potential organizational changes to me by April 1, 2020. This Taskforce will work with a fundamental mandate to identify means to safeguard the academic quality, integrity, and 'brand' of any units that may be subject to administration reorganization.

It is my hope that, through broad and careful deliberative processes, the campus may end the spring semester with a comprehensive study of potential options and a set of recommendations in hand, ready to be presented for action to the incoming Chancellor upon successful completion of the present Chancellor's Search.

Background

The Fall 2016 semester saw UMass Boston at a total of 16,847 headcount students (15,659 of them matriculated) and a total of 926.5 FTE college- or school-based faculty, divided among 11 colleges/schools. That comes to averages of 1423 students and 84 faculty FTE per college but the dramatic size differences apparent in the on-ground reality renders those averages largely meaningless:

	Enrollment HC Students 2016	Faculty FTEs 2016
COLLEGE OF LIBERAL ARTS	5303	392.2
COLLEGE OF SCIENCE & MATHEMATICS	3371	149.4
COLLEGE OF MANAGEMENT	2702	100.6
COLLEGE OF NURSING AND HEALTH SCIENCES	2061	85.5
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT	1088	75.7
McCORMACK GRADUATE SCHOOL OF POLICY AND GLOBAL STUDIES	376	40.6
SCHOOL FOR THE ENVIRONMENT (Newly independent of CSM, Fall 2016)	308	19.1
SCHOOL FOR GLOBAL INCLUSION AND SOCIAL DEVELOPMENT	257	14.7
COLLEGE OF ADVANCING AND PROFESSIONAL STUDIES	170	18.6
COLLEGE OF PUBLIC & COMMUNITY SERVICE	23	13.5
HONORS COLLEGE (students matriculate in other colleges)	[624]	3.8
Non-Degree // Non-college based	1188	12.8

Five colleges ranging from 1088 to 5303, five more that total 1134. These dramatic size differentials raise immediate questions of economic efficiencies: Do we really need 11 administrative units to administer more like 6 units' worth of students? The question of whether the campus is administration-heavy has recurrently been raised by unions and others both on campus and off and is especially pointed at a time when staff layoffs

and NTT non-reappointments have been required to bring the University budget into balance.

Since Fall 2016, the campus has taken steps that, when complete, will have reduced the number of colleges from 11 to 8:

- a) By Fall 2017, the emptying of CPCS was complete, with all academic programs and faculty tenures transferred to other colleges/schools;
- b) By the end of Spring 2019, SGISD was administratively transferred into the College of Education and Human Development, where it maintains its academic integrity and identity as a school but within an administrative unit analogous to a department; and
- c) We are in the final stages of reverting the College of Advancing and Professional Studies from a college to a continuing education unit responsible for summer and winter sessions, non-credit professional development, and offsite instruction; its degree programs and online courses have been or are in the process of being transferred to their natural academic homes in other colleges/schools.

The academic organization of the campus first and foremost should arise from and enhance the campus's research and pedagogical missions, but our present fiscal context cannot be ignored as we consider potential changes. Now that we have successfully brought our budget into balance for both FY18 and FY19, we are positioned to tackle the mandate the Trustees imposed on all five campuses several years ago: reaching a 2% positive margin by FY 2023. Meeting this challenge will amount to an additional \$10 million delta. We are all working hard to make sure that as much of that margin as possible is produced by growth in revenue rather than cuts, but clearly any further administrative efficiencies that we can achieve will be part of the solution as well. The deliberations proposed here concerning potential further academic reorganization need to be understood and undertaken in this context.

Topics for discussion include:

The Spring 2019 departure of the founding dean of the School for the Environment for a position as provost at another university has necessitated a leadership change in that school, at the same time presenting an opportunity for discussions of a potential administrative merger into a larger collegiate unit that would strengthen the unit administratively while remaining respectful of its essential transdisciplinarity and protective of its considerable external reputation and capacity to affect environmental policies.

The McCormack Graduate School likewise has an established external reputation and forges valuable connections between the university and a rich variety of external, policy-focused constituencies. Internally, its faculty have worked over the years to build collaborations with affiliated departments in CLA and other colleges that will reciprocally increase this primarily graduate unit's economic efficiency and enrich the educational opportunities available to undergraduates in partner colleges. Through the consultative process I am initiating at this moment, I am asking faculty and other stakeholders both within MGS and across campus to consider options for intensifying such collaborations, through such potential means as an administrative merger or systematic use of joint faculty appointments between MGS and other colleges, with the goal of allowing MGS to contribute to a sustainable revenue pyramid that will more effectively support its graduate enterprise through its faculty's increased engagement with the undergraduate enterprise on campus.

Other possibilities may surface through the discussions that ensue both in the appointed Taskforce and from our broader consultations with faculty and staff. I look forward to a semester of robust and productive discussions.

Appendix C: Original Charge to the Academic Reorganization Task Force

Academic Reorganization Taskforce
10/8/2020

Charge:

The Academic Reorganization Taskforce is tasked with considering potential reorganizations of academic units on campus and making recommendations on this topic to the Provost, for final approval by the Chancellor. All the Taskforce's deliberations should be made in full consciousness of the critical importance of maintaining or enhancing the academic quality and integrity of any programs that may be subject to administrative reorganization. Within this context, the Taskforce should consider reorganizations that will result in rationalizations of administrative structures in Academic Affairs, enhancement of opportunities for academic and research synergies, building or bolstering sustainable budgetary pyramids within units, and achievement of economic efficiencies. As part of its broader deliberations, the Taskforce is specifically tasked to make recommendations about potential administrative reorganizations of the two independent schools on campus, SFE and MGS. The Taskforce should submit its recommendations and full report to the Provost by April 15, 2021.

General Composition:

[1 appointed faculty chair, drawn from the membership below]

12 college/school reps: 2 faculty and 1 associate dean per unit known in advance to be under consideration for reorganization (MGS, SFE, CLA, CSM)

8 college reps: 1 faculty and 1 associate dean per unit not known in advance to be under consideration for reorganization (CEHD, CM, CNHS, Honors)

2 staff (1 professional, 1 classified)

2 students (1 grad, 1 UG)

1 Faculty Council rep

1 Budget and Long-Planning Committee rep

Total: 26

Specific Membership:

MGS reps:

- Eddie Miller, faculty
- Stacy Van Deveer, faculty
- Kiki Edozie, associate dean

SFE reps:

- Helen Poynton, faculty
- Kenneth Reardon, faculty
- Ellen Douglas, associate dean

CLA reps:

- Susan Gauss, faculty, Taskforce Chair
- Erin O'Brien, faculty
- David Pantalone, Associate Dean

CSM reps:

- William Hagar, faculty
- Jill Macoska, faculty
- Michael Shiaris, associate dean

CM reps:

- Kiran Verma, faculty
- James Grant, associate dean

CEHD reps:

- Tim Zeng, faculty
- Angela Stone-McDonald, associate dean

CNHS reps:

- Lisa Sundean, faculty
- Rosanna De Marco, associate dean

Honors College reps:

- Elizabeth Bussiere, faculty
- Megan Rokop, associate dean

Faculty Council rep:

- Heidi Gengenbach, faculty

BLRP rep:

- Christine Brenner, faculty

Staff reps:

- Joyce Morgan, Ross Center
- Maura Branley, Office of Graduate Studies

Student reps:

- Aaron Parayno, Higher Education Doctoral Program
- Maya Correia, Exercise and Health Science Department

Non-voting staff to Taskforce:

- Thomas Miller, Assistant Vice Chancellor for Academic Affairs/Administration and Financial Services

Voting membership:

14 faculty

2 staff

2 students

8 associate deans

Total: 26

Appendix D: Amended Charge to the Academic Reorganization Task Force



UNIVERSITY OF MASSACHUSETTS BOSTON
PROVOST AND VICE CHANCELLOR FOR ACADEMIC AFFAIRS

100 Morrissey Boulevard
Boston, MA 02125-3393
P: 617.287.5600
www.umb.edu

February 10, 2021

MEMORANDUM FOR: Academic Reorganization Task Force

FROM: Joseph B. Berger, Provost and Vice Chancellor for Academic Affairs

SUBJECT: Further Guidance on Academic Reorganization

I am writing to commend the Academic Reorganization Task Force (ARTF) for your ongoing work in “considering potential reorganizations of academic units on campus and making recommendations on this topic to the Provost, for final approval by the Chancellor (from the initial charge given by interim Provost Emily McDermott on October 8, 2020). I also wish to affirm in writing the guidance that I initially provided to you as a group when we met on December 18, 2020.

This is a critical moment in the history of UMass Boston as we:

- build on our ongoing successes,
- continue to overcome financial and structural challenges,
- proceed with new permanent campus leadership,
- look to emerge from the new realities of the post-COVID19 pandemic world,
- anticipate the infusion of new opportunities and resources that are coming with the Dorchester Bay City Development project (while recognizing our responsibility to work with our community as this work proceeds),
- implement new financial and budgeting models that are more transparent and inclusive,
- and launch into a comprehensive strategic planning process that charts our way forward with an academic master plan, an articulated facilities master plan, and a capital campaign.

In the midst of these challenges and opportunities, we must position ourselves to be architects of our own destiny. Thus, the ways in which we structure the administrative organization of our academic units must be purposeful and strategic.

From my perspective, your work on academic reorganization is not merely a financial efficiency exercise. This is an opportunity to examine and articulate how to better balance our major academic units (colleges and schools). Significant range in the size and scope of programs and people across units typically results in imbalances regarding the distribution of resources and the efficacy and efficiency in deploying resources to meet values driven, mission-oriented goals. This is also an opportunity to look at the ways in which each major unit contributes to multiple-facets of our mission, including undergraduate education, graduate education, research and scholarship, and community engagement.¹

Thus, I am asking you to develop 2-3 scenarios (one of which may be to keep everything as it is) with an analysis of the “trade-offs” as you see them in considering multiple scenarios. We are providing the best data available, while recognizing that we are also working with the quantitative and qualitative data we currently have and that you are generating through your good work. Once you have completed your work on April 15, I will then launch a period of campus-wide consultation that will inform further analysis and possible ways forward. This consultative process will also inform the strategic planning process that we launch in the fall.

Now that I have officially stepped into the role of provost, I am looking forward to working closely with you as partners in this endeavor. I look forward to your report on April 15 and will be glad to consult with you throughout the next few weeks. Thank you again for your service to UMass Boston at this incredibly important juncture in our history.

¹ I also see this endeavor as an opportunity to examine the ways in which administrative service obligations are distributed so that we can improve the quality of work life and reduce the administrative burdens that have often fallen too heavily on faculty in disproportionate ways. I realize that academic reorganization is not a solution to this issue in and of itself, but it is a piece of the puzzle and alleviating administrative burdens for faculty is a high priority for me going forward as we strive for continuous improvement throughout academic affairs at UMass Boston.

Appendix E: Graduate School/Office and Research Leadership

<p>Is there a single centralized Graduate School? (14/19)</p>	<ul style="list-style-type: none"> • Yes, one for all disciplines: Eastern Michigan University, University of Maryland Baltimore County, University of New Orleans, University of Arkansas, UMass Amherst, Florida Atlantic University, Cleveland State, Wayne State University, University of Louisville, University of Missouri Kansas City, University of Memphis, Arizona State University, University of Illinois Chicago, University of Washington Seattle • No, but has a Graduate Studies office: UMass Lowell, CUNY City College, Kent State University, Indiana University Purdue University Indianapolis • No, Decentralized to colleges: Northeastern University
<p>Is there separate leadership for Graduate Studies and Research? (17/19)</p>	<ul style="list-style-type: none"> • Yes, separate leadership assigned: UMass Lowell, University of Maryland Baltimore County, CUNY City College, University of New Orleans, Northeastern University, University of Arkansas, UMass Amherst, Florida Atlantic University, Cleveland State, Wayne State University, University of Louisville, University of Memphis, Kent State University, Arizona State University, University of Illinois Chicago, University of Washington Seattle, Indiana University Purdue University Indianapolis • No, shared leadership assigned: Eastern Michigan University, University of Missouri Kansas City

Arizona State University (ASU) (Separate Leadership, Graduate College)

- Graduate College (Vice Provost and Dean, Graduate College)
- Knowledge Enterprise (Executive Vice President of Knowledge Enterprise)

CUNY City College (CUNY) (Separate Leadership, Graduate Office)

- Office of Graduate Studies.
- CUNY Research Foundation, Grants and Sponsored Programs Office (Interim President & Chief Financial Officer and Treasurer)

Cleveland State (CSU) (Separate Leadership, Graduate School)

- College of Graduate Studies (Dean of College of Graduate Studies)
- Office of Research. Senior Vice President for Research & Innovation and Chief Healthcare Strategy Officer)

Eastern Michigan University (EMU) (Shared Leadership, Graduate School)

- Graduate School (Associate Provost and Assistant Vice President for Graduate Studies and Research)
- Research (Associate Provost and Assistant Vice President for Graduate Studies and Research)

Florida Atlantic University (FAU) (Separate Leadership, Graduate School)

- Graduate College (Dean of the Graduate College)
- Division of Research (Vice President for Research)

Indiana University-Purdue University Indianapolis (IUPUI) (Separate Leadership, Grad Office)

- Graduate Office (Dean)
- Office of Research (Associate Vice President, Interim Vice Chancellor for Research)

Kent State University (KENT) (Separate Leadership, Graduate Office)

- Graduate Studies Office (Associate Provost for Academic Affairs/Interim Dean of Graduate Studies)
- Division of Research and Sponsored Programs (Vice President for Research)

Northeastern University (NEU) (Separate Leadership, Graduate Office(s))

- Graduate Office(s). (Seems separate for each college).
- Office of the Senior Vice Provost for Research (Senior Vice Provost for Research and Vice President, Innovation Campus at Burlington)

University of Arkansas (UA) (Separate Leadership, Graduate School).

- Graduate School and International Education (Dean)
- Office of Research and Innovation (Vice Chancellor for Research & Innovation)

University of Illinois Chicago (UIC) (Separate Leadership, Graduate College)

- Graduate College (Dean of the Graduate College)
- Office of Vice Chancellor for Research (Vice Chancellor for Research)

University of Louisville (UL) (Separate Leadership, Graduate School)

- Graduate School (Acting Vice Provost for Graduate Affairs/Acting Dean of the Graduate School)
- Office of Research and Innovation (Executive Vice President for Research & Innovation)

University of Maryland Baltimore County (UMBC) (Separate Leadership, Graduate School)

- Graduate School (Dean and Vice Provost, Graduate School)
- Office of the Vice President for Research (Vice President for Research)

UMass Amherst (UMA) (Separate Leadership, Graduate School)

- Graduate School (Dean of the Graduate School)
- Office of Research and Engagement (Vice Chancellor for Research and Engagement)

UMass Lowell (UML) (Separate Leadership, Graduate Office)

- Division of Graduate, Online & Professional Studies (Vice Provost for Graduate & Professional Studies)
- Office of the Vice Chancellor for Research & Innovation (Vice Chancellor for Research & Innovation)

University of Memphis (MEM) (Separate Leadership, Graduate School)

- Graduate School (Dean)
- Division of Research and Innovation (Executive Vice President for Research and Innovation)

University of Missouri-Kansas City (UMKS) (Shared Leadership, Graduate School)

- School of Graduate Studies (Dean, School of Graduate Studies and Vice Chancellor for Research and Economic Development)
- Office of Research and Economic Development (Dean, School of Graduate Studies and Vice Chancellor for Research and Economic Development)

University of New Orleans (UNO) (Separate Leadership, Graduate School)

- Graduate School (Director of Graduate School)
- Office of Research (Vice President for Research & Economic Development)

University of Washington Seattle (UW) (Separate Leadership, Graduate School)

- Graduate School (Dean of the Graduate School)
- Office of Research (Vice Provost for Research)

Wayne State University (WSU) (Separate Leadership, Graduate School)

- Graduate School (Dean)
- Office of Research (Vice President for Research)

Appendix F: Sources of Information on University Research Offices

R2 Doctoral Universities:

- University of Massachusetts Boston
- Bowling Green State University
- Ball State University
- Howard University
- University of Memphis
- University of Maryland Baltimore County

R1 Doctoral Universities:

- University of Massachusetts Amherst
- University of Michigan
- Colorado State University
- University of California Los Angeles
- University of Wisconsin Madison

Appendix G: FACULTY BUYOUT PROPOSAL
RESEARCH COMMITTEE, FACULTY COUNCIL

In order to further the research and sponsored programs mission of UMass Boston, faculty members may use external grant funding to obtain a course load reduction by buying out a portion of their time. This advances the mission of the university by reassigning faculty time to important research projects and by encouraging external funding. However, buying out of instructional duties requires approval of the department chairperson to ensure that teaching responsibilities can be covered. Faculty buyouts will follow these guidelines:

- The maximum cost of a course buyout for research purposes will be 10% of faculty salary. Departments or colleges may create policies that lower the cost of a course buyout or lower the cost on a case-by-case basis.
- At the time a proposal for a sponsored program is developed, the faculty member must negotiate the arrangement for a buyout with the department chairperson.
- Colleges and the University should abide by faculty course buyout plans that have been written into grants and approved at appropriate levels of administration, regardless of how much time has passed since the grant was submitted.

Appendix H: Community Engagement at Other Universities

- The University of Memphis organizes Community Engagement activities through the Institute for Interdisciplinary Memphis Partnerships to Advance Community Transformation ([iIMPACT](#)). The Mission is: "To provide University engagement with the Memphis and Shelby County community toward improved and equitable health and education outcomes for children and families and to increase capacity of the systems that support them. The Vision is: "...be an innovative model for change that harnesses the collective impact of academic-community partnerships to promote health and equity among urban children exposed to trauma." iIMPACT sponsors nine programs with 3 full-time staff and 8 faculty. It's overseen by an Executive Committee of senior campus leaders and a Community Advisory Committee of officers from non-profit organizations.
- The University of Maryland Baltimore County organizes Community Engagement through the [Shriver Center](#). Its Mission is to address critical social challenges by bridging campus and community through engaged scholarship and applied learning. The Vision is to lead meaningful social change through transformational higher education and community partnerships. Its "Service-Learning & Community Engagement" program engages students in weekly service in a designated placement. Students build relationships with those they serve and engage in formal and informal reflections on their service, allowing them to connect service to learning. Service-Learning is a connector program for various Shriver Center and UMBC initiatives. The Shriver Center also leads several other community engagement programs. This Center is led by 23 full-time staff and is guided by a 6-member faculty advisory board.
- The Mission of the Old Dominion University Office of Community Engagement is: "Develop events and outreach opportunities to fulfill the university's community outreach mission by promoting service, partnerships, and expertise that connect the University to our communities for community betterment and mutual success." Staff are not listed for this Office; an [informative website](#) lists Community Engagement events.
- The University of North Carolina Wilmington houses Community Engagement activities in its [College of Health and Human Services](#). Activities coalesce in 3 areas: Industry and Professional Development (career development), Outreach and Engagement (center for healthy communities), and Community Partnerships (disabilities and law enforcement partnerships). Staff are the same as those for the College.
- Wright State University previously organized Community Engagement in a Division of Multicultural Affairs & Community Engagement. However, reference to this Division on the WSU website ceased after 2016, suggesting the Division was deactivated. Community Engagement is now under [Service-Learning and Civic Engagement](#). As of May 1, 2020, Service Learning course oversight was decentralized to individual colleges. Civic Engagement activities seem limited to voter registration

Appendix I: Joseph P. Healey Library Annual Report, Five Goals, AY2018-19

Healey Library Goal #1 (AY2018-19): Advance student success and development through strong instructional programming and robust research resource delivery

Healey Library Goal #2 (AY2018-19): Enrich and expand academic programs and research by offering research and information holdings that are responsive and relevant to the requirements of the UMass Boston community

Healey Library Goal #3 (AY2018-19): Improve the learning, teaching, and working environment by increasing the usage of all library resources and developing adequate staffing and resource levels for the Library.

Healey Library Goal #4 (AY2018-19): Establish a financial resources model consistent with the university's vision statement.

Healey Library Goal #5 (AY2018-19): Develop an infrastructure supportive of the preceding goals by bolstering Library Systems and Discovery Services and strengthening intra- and inter-library collaborations.

https://www.umb.edu/editor_uploads/images/library/Healey_Library_AnnualReport_AY2018-19.pdf

Appendix J: UMass Boston Retention and Graduation Rates

Six-year Graduation Rate by Initial College (including Spring and Part-time Entrants)

	2009	2010	2011	2012	2013	2014
CAPS						63%
CEHD	23%	41%	48%	69%	53%	55%
CLA	47%	50%	51%	52%	53%	54%
CM	65%	61%	62%	60%	60%	58%
CNHS	69%	63%	67%	68%	68%	69%
CPCS	75%	71%	52%	50%	54%	51%
CSM	45%	44%	46%	47%	47%	47%
Honors*	97%	85%	81%	81%	71%	72%

* Honors students also appear in their primary college above

One Year UG Retention of Fall entrants by Initial College (including part-time)

	Entering Fall Cohort					
	2014	2015	2016	2017	2018	2019
CAPS	100%	67%	87%	67%	80%	
CEHD	85%	83%	69%	78%	77%	84%
CLA	75%	77%	73%	75%	72%	72%
CM	78%	77%	79%	74%	74%	74%
CNHS	76%	71%	73%	78%	76%	79%
CPCS	74%	78%				
CSM	76%	77%	75%	72%	74%	77%
MGS					100%	100%
SFE			83%	73%	79%	72%
Honors*	87%	89%	86%	82%	81%	90%

* Honors students also appear in their primary college above

Notes: Data provided by J. Hughes (OIRAP). These are not official retention and graduation statistics, which are generally only produced on Fall first-time full-time entrants

Appendix K: Undergraduate Major Enrollment in Engineering at UMass Boston by Gender and Race/Ethnicity

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Trend
Total	1133	1049	1323	1427	1460	up
Female	137	135	157	176	231	up
Male	995	841	1163	1250	1228	up
Unknown Gender	1	3	3	1	1	no change
% Female	12.09%	12.87%	11.87%	12.33%	15.82%	up
American Indian/Alaskan Native	1	2	1	0	3	up
Asian	276	256	365	412	441	up
% Asian	24.36%	24.40%	27.59%	28.87%	30.21%	up
Black or African American	161	146	192	226	192	up
% Black or African American	14.21%	13.92%	14.51%	15.84%	13.15%	down
Hispanic Of Any Race	135	118	149	153	173	up
% Hispanic of Any Race	11.92%	11.25%	11.26%	10.72%	11.85%	down
Cape Verdean	13	14	13	9	9	down
Hawaiian Native or Pacific Islander	0	0	0	0	1	no change
Two or More Races	24	26	31	36	39	up
Subtotal U.S. Students of Color	610	514	751	836	858	up
White	314	271	303	320	357	up
% U.S Students of Color	66.02%	65.48%	71.25%	72.32%	70.62%	up
% White	27.71%	25.83%	22.90%	22.42%	24.45%	down
International (Non-Resident Alien)	129	153	181	196	174	up
Unknown	80	63	88	75	71	down
Total Black, African-American, Hispanic (U.S.)	309	278	354	388	374	up
% Black, African-American, Hispanic (U.S.)	27.27%	26.50%	26.76%	27.19%	25.62%	down

**Appendix L: Names of Units with Business Degrees
at Peer and Aspirational Universities**

Peer/Aspirational University	Name of Unit with Business Degrees	“Business” in unit name	“Management” in unit name
Arizona State Univ	WP Carey School of Business	Yes	No
Cleveland State Univ	Monte Ahuja College of Business	Yes	No
CUNY City College	NA		
Eastern Michigan Univ	College of Business	Yes	No
Florida Atlantic Univ	College of Business	Yes	No
Indiana U.- Purdue U Indianapolis	Kelley School of Business	Yes	No
Kent State University	College of Business Administration	Yes	No
Northeastern University	D’Amore-McKim School of Business	Yes	No
University of Arkansas	Sam A Walton College of Business	Yes	No
Univ of Illinois Chicago	College of Business Administration	Yes	No
University of Louisville	College of Business	Yes	No
U Maryland, Baltimore County	NA		
UMass Amherst	Isenberg School of Management	No	Yes
UMass Lowell	Manning School of Business	Yes	No
University of Memphis	Fogelman College of Business and Economics	Yes	No
Univ of Missouri Kansas City	Bloch School of Management	No	Yes
University of New Orleans	College of Business Administration	Yes	No
University of Washington, Seattle	Michael J Foster School of Business	Yes	No
Wayne State University	School of Business and Technology	Yes	No
TOTAL		15	2

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