

BOARD OF HIGHER EDUCATION
REQUEST FOR COMMITTEE AND BOARD ACTION

COMMITTEE: Academic Affairs

NO: AAC 14-36

COMMITTEE DATE: April 29, 2014

BOARD DATE: May 6, 2014

**APPLICATION OF UNIVERSITY OF MASSACHUSETTS BOSTON TO AWARD THE
MASTER OF SCIENCE AND DOCTOR OF PHILOSOPHY IN TRANSNATIONAL,
CULTURAL AND COMMUNITY STUDIES**

MOVED: The Board of Higher Education hereby approves the application of **University of Massachusetts Boston** to award the **Master of Science and Doctor of Philosophy in Transnational, Cultural and Community Studies**.

Upon graduating the first class for these programs, the University shall submit to the Board a status report addressing its success in reaching program goals as stated in the application and in the areas of enrollment, curriculum, faculty resources, and program effectiveness.

Authority: Massachusetts General Laws Chapter 15A, Section 9(b)

Contact: Winifred M. Hagan, Ed.D., Director for Educator Policy

BOARD OF HIGHER EDUCATION

May 2014

University of Massachusetts Boston Masters of Science and Doctor of Philosophy in Transnational, Cultural and Community Studies

INTENT AND MISSION

The proposed MS and PhD programs in Transnational, Cultural and Community Studies (TCCS) are aligned with the University of Massachusetts Boston (UMB) mission and commitment to urban and global engagement in a multi-cultural educational environment where scholarship, dedicated teaching, and engaged public service are mutually reinforcing and create new knowledge while serving the public good. The proposed graduate programs in TCCS address this mission by drawing on and building upon the university's long history of engagement with and inquiry about urban populations in local and transnational contexts. The graduate programs in TCCS connect the current undergraduate experience with the university's academic programs and research institutes, offering pathways for undergraduate students and others to become future researchers and advanced practitioners. UMB is an official Minority Serving Institution and funded as such by the US Department of Education. In 2010 UMB was recognized as an Asian American Native American Pacific Islander Serving Institution. The proposed TCCS programs align with targeted opportunities and resources for research, student support, community engagement, and professional development that designated Minority Serving Institutions are specifically eligible to access.

The proposed TCCS program is intended to provide students with an interdisciplinary social sciences focus involving the systematic study of the history, society, politics, culture, and economics of subsets of the population with common ethnic and racial characteristics or common traits and customs. It is expected that students will be able to recognize the transnational dynamics of contemporary urban populations and transform understandings of culture, boundaries and citizenship in the wake of technological change and globalization.

The proposed program has obtained all necessary governance approvals on campus and was approved by the University of Massachusetts' Board of Trustees on February 26, 2014. The required letter of intent was circulated on October 17, 2013. No comments were received.

NEED AND DEMAND

National and State Labor Market Outlook

It is expected that graduates of the MS program will be employed in private sector companies, state agencies and non-profit organizations with transnational or global connections. The labor market outlook for graduates of the MS program in TCCS include community service management, survey researchers, market analysts, archivists and others. Projected growth of the occupation category in Massachusetts is over 25%.

Projections from the Bureau of Labor Statistics for similar careers at the national level for the same period are less than 25%.

Employment Projections for Occupations Related to TCCS, Master's Level. Massachusetts			
Occupational Title	Employment 2010 (# of workers)	% Change Between 2010 and 2020	Description
Community and Social Service Specialists	2450	36.3%	Provide professional and technical services in health care, local government and community organizations.
Community and Social Service Managers	5470	27.2%	Plan, organize, or coordinate the activities of a social service or community organization. Oversee the program or organization's budget and policies regarding participant involvement, program requirements, and benefits.
Market Research Analysts	11790	46.2%	Analyzes market conditions in local, regional, or national areas to determine potential sales of a product or service. May use survey results to create a marketing campaign based on regional preferences and buying habits.
Public Relations Managers	2110	23.6%	Plan and direct public relations programs designed to create and maintain a favorable public image for employer or client. Fundraise, plan and direct activities to solicit and maintain funds for special projects and nonprofit organizations.
Survey Researchers	500	29.7%	Design or conduct surveys, supervise interviewers who conduct the survey.
Archivists	240	12.6%	Appraise, edit, and direct safekeeping of permanent records and historically valuable documents. Participate in research activities based on archival materials.

Source: Massachusetts Executive Office of Labor and Workforce Development (2013) http://lmi2.detma.org/lmi/Occupation_projection_a.asp

Graduates of the TCCS PhD program are expected to find employment in research university tenure-track positions and as directors and managers of national and international organizations.

Employment Projections for Post Secondary Teachers, PhD Level, U.S.			
Occupational Title	Employment, 2010 (# of workers)	Projected Employment, 2020 (# of workers)	% Change between 2010-20
Postsecondary Teachers	1,756,000	2,061,700	17%

Source: Bureau of Labor Statistics (2010). Occupational Outlook Handbook 2010-11, Teachers Post-Secondary. Retrieved from <http://www.bls.gov/oco/ocos066.htm#outlook>

An examination of 12 months of job announcements in The Chronicle of Higher Education indicated that in the fields of labor and employment relations, nursing, global public health, communications, and museum studies, 10% call for individuals whose research and practice focus on class, race, gender, and offer a transnational and trans-cultural perspective.

Student Demand

Evidence of student demand was gathered during the proposal process and included a series of faculty-student discussions with advanced undergraduate students, as well as a focus group. In preparation for the External Review, a series of discussions took place with students and community leaders about the design of the program culminating in a

second focus group between the external reviewers and twelve undergraduate and graduate students. UMB has received six inquiries prior to announcing the TCCS program.

UMB expects the TCCS MS program to attract undergraduate students from the institutions' programs in ethnic studies, psychology, human services, community studies, and the liberal arts disciplines. UMB also expects to attract undergraduates from similar programs in other universities in the region. PhD students are expected to come from UMB masters programs such as American Studies, Applied Linguistics, Dispute Resolution, Applied Sociology / Criminology, Human Services, and Family Counseling that align with TCCS themes. It is expected that 2/3 of the doctoral students will come from U.S. and international universities.

OVERVIEW OF PROPOSED PROGRAM

The proposed MS and PhD programs in TCCS were developed by a group of UMB faculty from across colleges and departments interested in the themes of TCCS. The interest of faculty in the development of academic and research capacity at UMB is a reflection of the institutions urban mission and evidenced by research institutes and undergraduate programs focused on Asian American, Native American, Latino, and Africana Studies. The University's strategically-defined priority for the development of a research cluster on Transnational Cultural and Community Studies channeled faculty efforts toward the development of these proposed graduate programs.

Duplication

A review of universities in the region indicated 12 programs with a focus on ethnic studies. These programs include American Studies, African American Studies, Black Studies, Latin American Studies and Asian Studies. There were no MS level programs that considered multiple groups as a focus or integrated transnational content with cultural or community studies content. Most used a multidisciplinary approach, combining history, literature and sociologically courses. A national review of programs found 46 that are related in mission and purpose to the proposed TCCS program. One difference between the TCCS mission and that of the other programs is TCCS's goal of producing graduates who are ready to work in the public and private sectors. Most other programs train academics to provide research and teaching in this field.

Three programs in Massachusetts offer doctoral degrees in a field that overlaps with the TCCS program. The Afro-American Studies program at UMass Amherst, the Luso-Afro-Brazilian Studies program at UMass Dartmouth, and the African-American Studies program at Harvard University have a more narrow scope than the TCCS program. UMass Amherst and Dartmouth programs, take a cultural and literary approach as opposed to allowing for trans-disciplinary research in these subject areas.

ACADEMIC AND RELATED MATTERS

Admission

Students will be admitted separately to the proposed MS and PhD programs through separate committees. Students will be admitted to the Master's Program if they meet the requirements of an undergraduate GPA of 3.25 or above; GRE verbal and quantitative scores in the top 25%; University required TOEFL score for foreign students; a statement of intent; a writing sample; 2 letters of recommendation.

PhD applicants may be admitted directly from a baccalaureate program or after completing a masters degree. Courses that clearly relate to those required by the program at the Master's level will be considered for transfer upon submission of evidence of course content and grade. University policy limits the number of transferred courses from external programs to 2 courses or 6 credits. All credit transfers require approval of the Graduate Program Director. The requirements for admission to the PhD program include an undergraduate GPA of 3.25 or above; GRE verbal and quantitative scores in the top 25%; University required TOEFL score for foreign students; a statement of intent; a writing sample; 3 letters of recommendation

It is planned that students completing the MS in TCCS who had not declared their desire to pursue a PhD in TCCS at the start of their studies will be allowed to continue on to their PhD if they meet the requirements of completion of TCCS MS program courses with a GPA of 3.25; completion of the Concentration Project as a MS Capstone; a pass grade in comprehensive portfolio; a letter of recommendation from one of the candidates teachers in the TCCS program; approval of the Academic Affairs Committee.

Program Enrollment Projection

Table 5. Program Enrollment Projections, Master's Program (# of students)				
	Year 1, 2015-16	Year 2, 2016-17	Year 3, 2017-18	Year 4, 2018-19
New Full Time	20	19	19	19
Continuing Full Time	0	20	19	19
New Part Time	0	1	1	1
Continuing Part Time	0	0	1	2
Totals	20	40	40	41

Table 6. Program Enrollment Projections, PhD Program						
	Year 0, 2015-16	Year 0, 2016-17	Year 1, 2017-18	Year 2, 2018-19	Year 3 2019-2020	Year 4 2020-2021
New Full Time	0	0	4	4	5	5
Continuing Full Time	0	0	0	4	8	13
New Part Time	0	0	0	0	1	1
Continuing Part Time	0	0	0	0	0	1
Totals	0	0	4	8	14	20
Note: The PhD Program will reach its maximum number of students (26) in 2021-22.						

Curriculum (Attachment A)

The curricula of the proposed TCCS programs are built around the two core components of theoretical approaches to specific areas of transnational culture and community studies and research/methodological approaches to the inquiry about transnational cultures and communities. Both proposed programs offer opportunities for research experience and a professional seminar. Each also offers a set of electives that provide opportunity for the exploration of specific interests and independent study. PhD students will be expected to focus early on an area of concentration that will allow each student to develop a Master’s thesis that can become part of the portfolio for comprehensive exams.

Field Resources and Internship

UMB anticipates that full time doctoral students will be awarded an assistantship that will support students for 3 years of study. Assistantship will include both teaching and research requiring 18.5 hours of work for 38 weeks each year. It is planned that teaching assistants will be deployed in departments with faculty that are affiliated with the TCCS programs. UMB plan that four assistantships will be needed for PhD students in the first year of the program and 6 assistantships will be required for each subsequent cohort of entering doctoral students. Each year, 4 to 5 of the new assistantships will be provided through University funds. It is expected that in their 4th and 5th years, students will be supported in taking partial responsibility for obtaining their assistantships by funding their own research projects.

A limited number of Master’s level assistantships will also be needed. Students will work as support staff in the program office, as research assistants in the Institutes or as teaching assistants in youth programs run by UMB programs such as the Institute for Learning and Teaching.

In addition to the TA and RA assistantships PhD students will be able to substitute the one year practicum for a research-oriented internship. Paid internships will also be sought with agencies ranging from community-based organizations to foundations and government agencies domestically and abroad.

RESOURCES AND BUDGET

Fiscal (Attachment B)

The proposed budget assumes a start date for the MS program of September 2015 and a start date for the PhD program of September 2017. The expected revenue for the proposed programs includes an enrollment of 20 masters students beginning in September 2015. It is estimated that 16 will be in-state and 4 will be out-of-state students. It is also assumed that there will be no increase in tuition over the first 5 years. Fees are calculated at the current rates of 454.95 per credit for in-state and 683.75 for out-of-state students with 24 credits per year. UMB assumed a 3% increase in fees per year. The proposed budget assumes a start date of September 2017 for the PhD program. UMB expects to provide stipends for 4 PhD students in year 2017 and 10 in year 2018 with tuition and fee waivers. It is expected that beginning in year 4 of the PhD program, grant funds will cover 1-2 assistantships for advanced PhD students.

The expenses anticipated for these programs include hiring of a senior faculty member in Year 1 (\$80,000) and a Junior Faculty member in Year 2 (\$70,000). A stipend of \$3,000 for the Master's program director each year and a \$4,500 stipend for PhD program director beginning in Year 3 is planned. Hiring a full-time staff person (\$40,000/year) and estimating a 3% increase every year thereafter will be an expense as well as fringe benefits of 34% on salaries.

Start up costs are expected to amount to \$5,000 with marketing and recruitment expenses estimated at another \$5,000 each in preparation for start of MS program in 2015 and the PhD program in 2017. Travel money for recruitment and conference presentations are expected to cost \$5,000 for years 1 and 2 and \$10,000 in years 3-5.

The cost of assistantships is projected at \$15,945 plus \$1,252 for health insurance and assumes a 3% increase per year.

New computers for 3 new faculty and staff members and graduate students in Year 3 plus the cost for maintenance through year 5 are expected to be \$1,500 in maintenance costs Years 2 & 3; \$2,000 in maintenance costs Years 4 & 5.

Faculty and Administration (Attachment C)

UMB plans that the TCCS programs will report to the Office of the Vice Provost for Research and Strategic Initiatives and Dean of Graduate Studies. They will, therefore, be able to reach across departments and colleges to identify and engage faculty working on the themes relevant to TCCS and involve them in the programs. During the development of the program proposals, 25 faculty members from across humanities and social science departments in at least 4 of the University's colleges have collaborated actively for two years. The program draws from this group to form a faculty dedicated to the program. Core faculty will be responsible for the operations of the program, the mentoring of students and teaching many of the core courses. Affiliated faculty members will teach specific courses for the TCCS programs, mentor some students and provide research and teaching opportunities for some students.

The Core Faculty is planned to consist of 5 current faculty members who expect to devote between 25 and 75% of their time teaching in these programs. Two full-time faculty members one at a senior rank, and one at junior rank will be hired between 2013 and 2015. UMB also plans to search for one faculty member with experience in research in transnational studies and another with strong experience in trans-disciplinary research methodology.

The TCCS program will require a professional staff person with experience in departmental tasks and in addressing the needs of graduate students. This position will also support the work of the admissions committee coordinating with the admissions office, and supporting assistantship assignments, fundraising and grant management, student review, event coordination and record keeping responsibilities. .

Facilities, Library and Information Technologies

The Healy Library at UMB provides a collection of books and access to databases on themes related to TCCS . For doctoral work, students and faculty will need full access to the text of articles through JSTOR and other databases to which the library already subscribes. Additionally, doctoral students will need access to listings of primary data sources available in libraries in the region and state and city archives. Faculty from the program and Healy Library staff will collaborate in developing these sources before 2017. In addition, the Boston Library Consortium (BLC), of which UMB is a member, allows access to all the major academic libraries in the Greater Boston area. Students can easily secure a BLC card from UMB's Healey Library.

Beginning in Fall 2017, UMB expects that the program will need computers and software for the student office area. Software is expected to include SAS, Stata, HLM, NVivo, Dedoose, Lexalytics and other voice-to-text and text analysis software as it becomes available. A yearly budget of about \$8,000 for subscriptions and licenses is anticipated.

The program will use Blackboard Learn to support classroom work, facilitate communication as projects are conducted and in developing online courses at the Master's level. UMB expects that IT support for the broad use of online instructional facilities will be required by the program.

Office space for program staff and 2 faculty members will be needed to start the program. A meeting/conference room will be needed for faculty meetings and for meetings with students. When the PhD program is expected to begin in the fall of 2015, TCCS will need a dedicated student office space equipped with computers and appropriate software.

Affiliations and Partnerships

Preliminary conversations have been held with staffs at local foundations, local community-based organizations and with international organizations specializing in community development initiatives such as Oxfam America and Haymarket People's Fund. These initiatives, which will be developed in earnest over the planning year, will add in the short range to the already existing opportunities for both PhD and MS students for community-based research activities through UMass Boston's Institutes and Center with which the program will sustain ongoing collaborations. Long term planning is

expected to include active fundraising. Program faculty are currently collaborating with the Office of International and Transnational Affairs and other units in the university in two proposals –one federal and one directed to a individual funder- focused on transnational research and internship opportunities for students in Latin America.

PROGRAM EFFECTIVENESS

Table 4. PROGRAM GOALS (organized according to the timing of execution)				
Goal	Measurable Objective	Strategy for Achievement	Timetable	
1. Increase the number and capacity of the faculty dedicated to this program	1.1 Solidify arrangements for 5 faculty members already in UMB Colleges	1.1.1 Name a Personnel Committee for the Program 1.1.2 Work out specific arrangements for all faculty responsible for teaching in the program	2013-2015 2013-2015	
	1.2 Hire 2 faculty members	1.2.1 Expand Personnel Committee into a Search Committee for the two faculty members. 1.2.2 Advertise widely in professional venues	2013-2015	
	1.3 Design and Implement the faculty development program		1.2.3 Recruit and conduct 2 national searches. Review, schedule campus visits, and hire	2013-2015
			1.3.1 Personnel Committee leads the planning for 2-year program of Faculty Development (FDP) 1.3.2 FDP begins	2013-2015
2. Strengthen staff support	2.1 Hire one new professional staff	2.1.1 Advertise internally 2.1.2 Interview candidates 2.1.3 Hire staff person for the program	9/2014	
3. Start the MS Program in TCCS	3.1 Execute recruitment strategy	3.1.1 Organize MS Admissions Committee and name a chair 3.1.2 Set admission goals and develop strategy for outreach 3.1.3 Develop recruitment materials such as brochures and posters 3.1.4 Distribute to UMB undergraduate programs, similar undergraduate programs in local universities 3.1.5 Distribute widely among non-profits and community based organizations in the region 3.1.6 Conduct advertisement in the web 3.1.7 Advertise in publications for professional organizations such as ASA, APA, Am Studies Assoc, etc. 3.1.8 Coordinate admissions process with office of graduate admissions	9/2014 – ongoing	
	3.2 Admit MA students aiming for a yield of 20 enrolled students	3.2.1 Convene Admissions Committee 3.2.1 Review applications 3.2.2 Make the selection of 20 top students	Spring 2015	
4. Develop and implement student monitoring and advising program	4.1 Retain 80% of students to graduation	4.1.1 Assign an advisor to each incoming MS student, taking care to match common interest as possible	August of each year	
		<ul style="list-style-type: none"> Advisor meets with student before the end of September and at least 	September of each year	

		<p>once/ semester</p> <p>4.1.2 institute a yearly student review process</p> <ul style="list-style-type: none"> Academic Affairs Committee schedules review meeting which includes all faculty who have taught current students and makes recommendations for support/ improvement for vulnerable students Advisors meet with students and develop a plan to improve performance Review plan after 1 semester <p>4.1.3 Ensure each student has a capstone topic and advisor by the beginning of the Fall of Year 2 Advisor meets with advisees to review capstone topic and choice of thesis advisor</p>	<p>May of each year</p> <p>May of each year</p> <p>December of each year September of Year 2</p> <p>December of Year 2</p>
6. Assess final readiness for startup of the PhD program	<p>6.1 Two senior faculty have been hired</p> <p>6.2 One professional staff member has been hired and trained</p> <p>6.3 Stable arrangements with departments have been arranged to fully cover program curriculum</p> <p>6.4 University commitments for PhD assistantships are in place</p>	<p>6.1-4.1 Conduct self-assessment addressing each objective.</p> <p>6.1-4.2 Hold a retreat to discuss implementation of the PhD program</p> <p>6.1-4.3 Make decision about startup of PhD program in Sept 2016</p>	<p>June 2016</p> <p>Same</p> <p>Same</p>
7. Start the PhD program in TCCS	<p>7.1 Develop and Execute recruitment strategy</p> <p>7.2 Admit 4 students in first year and 6 thereafter</p>	<p>7.1.1 Organize PhD Admissions Committee and name a chair</p> <p>7.1.2 Set admission goals and develop strategy for outreach</p> <p>7.1.3 Develop recruitment materials such as brochures and posters</p> <p>7.1.4 Distribute to UMB undergraduate and MS programs and similar undergraduate programs in local and national universities</p> <p>7.1.5 Distribute widely among non-profits and community based organizations in the region</p> <p>7.1.6 Conduct advertisement on the web</p> <p>7.1.7 Advertise in publications for professional organizations such as ASA, APA, Am Studies Assoc, etc.</p> <p>7.2.1 Coordinate admissions process with office of graduate admissions</p> <p>7.2.2 Review applications</p> <p>7.2.3 Make the selection of 4 top students in first year and 6 thereafter.</p>	<p>May 2016</p> <p>June 2016</p> <p>Summer 2016</p> <p>Fall 2016</p> <p>Same</p> <p>Summer 2016 Same</p> <p>Fall 2016</p> <p>Spring 2017 Same</p>
8. Expand funding for graduate assistantships	8.1 Secure external funding for 2 assistantships / year for MS students	8.1-2.1 Develop research proposals that include funding for Master's and doctoral students	5/2015-ongoing 5/2017-

	8.2 Secure external funding for at least 1/3rd of full-time doctoral students	8.1-2.2 Collaborate with UMB Institutes in proposals that include funding for graduate students at both levels. 8.1-2.3 Hold yearly fundraising drive in collaboration with Office for University Advancement to raise funds for assistantships and other student support.	ongoing 9/2015-ongoing
9. Develop and implement student monitoring, advising and mentoring program for PhD Students	Retain 80% of students to graduation 9.1 assigning every student is assigned an advisor; 9.2 instituting a yearly student review;	9.1. Assign an advisor to each incoming student, taking care to match common interest as possible <ul style="list-style-type: none"> Advisor meets with student before the end of September and at least twice each semester 9.2. institute a yearly student review; <ul style="list-style-type: none"> Academic Affairs Committee schedules review meeting. Includes all faculty who have taught current students. Makes recommendations for support/improvement for vulnerable students Advisors meet with students and develop a plan to improve performance Review of plan at end of semester 9.3 Identify and train faculty mentors Ensure that each student schedules comprehensive exams and has thesis advisor by the beginning of the Fall of Year 3 Advisor meets with advisees to review scheduling of and choice of thesis advisor	August of each year September of each year May of each year September December of each year Spring of Year 2 September of Year 3
10. Support the hiring of PhD graduates.	10.1 Have 100% of PhD recipients placed in employment positions or post doctoral fellowships within 9 months of graduation	10.1.1 Develop information about academic positions in departments likely to hire TCCS graduates. 10.1.2 Develop information about high level professional positions for TCCS candidates.	Starting in Fall 2017
11. Refine program standards for both MS and PhD programs	11.1 Conduct periodic AQUAD reviews and adopt recommendations for change	11.1.1 Complete internal and external review of the program and adjust curriculum accordingly	6/2020

EXTERNAL REVIEW AND INSTITUTIONAL RESPONSE

The TCCS program was reviewed by Elaine H. Kim, Ph.D. Professor, Department of Ethnic Studies, University of California, Berkeley and Don T. Nakanishi Ph.D., Director Emeritus, Asian American Studies Center, Professor Emeritus, Department of Asian American Studies and Graduate School of Education, University of California, Los Angeles.

The review team found that the strengths of the proposed program included a bold and innovative project design; inclusivity of native peoples across national boundaries and diverse immigrant and refugee groups; relevance of UMB's public service mission with a focus on racialized immigrant and poor communities; the close relationship between the program's design and goals and assessments of student and local community needs and

interests; faculty participation in shaping the program and the willingness to serve the program in the future; the Trotter, Gaston, Asian American Studies, and Native American Studies institutes at UMB, which can serve as sites for graduate student research. Two important challenges were identified by the reviewers. One challenge identified is implementing a trans-discipline approach, and the other is serving new immigrant communities as well as historically underserved communities at the same time.

UMB's responded that the focus on a transdisciplinary approach emerges from the realization that the issues facing racial/ethnic communities require a broad base of theoretical perspectives and methodological tools in order to be fully understood, documented and analyzed. The proposed program faculty experiences conducting research within the diverse communities present at UMB coupled with growing recognition of the limitations of narrowly implemented disciplinary perspectives, influenced the choice to design a transdisciplinary degree. UMB indicated that the methodologies a transdisciplinary approach demands will serve to translate understanding into a set of courses and experiences that will allow students to emerge from the proposed program with a strong set of research tools.

In response to the second challenge noted, UMB cited the fortuitousness of the institutional presence of diversity on campus and its' history of working relationships that span a range of minority groups. UMB pointed to the presence of research Institutes focused on the experience of African Americans and the African diaspora, new and historical Latin American immigrants, a broad array of populations of Asian and Middle Eastern backgrounds and New England Native American tribes. UMB indicated that the development of the TCCS proposed programs involved 25 faculty members from all these groups in serious discussions. The investments of time and space to build on the strengths of the institutions diversity is viewed by UMB as resulting in the design of a set of graduate programs that are intentionally inclusive of the experiences and the perspectives represented by the diversity of these groups.

STAFF ANALYSIS AND RECOMMENDATION

Staff thoroughly reviewed all documentation submitted by the **University of Massachusetts Boston** and external reviewers. Staff recommendation is for approval of the proposed **MS and PhD in Transnational, Cultural and Community Studies**.

ATTACHMENT A: CURRICULUM OUTLINE

Major Required (Core) Courses (Total courses required = 13)		
<i>Course Number</i>	<i>Course Title</i>	<i>Credit Hours</i>
TCCS 602	Professional Seminar A	1
TCCS 610	Topics in Transnational Cultural and Community Studies	3
TCCS 620	Research in TCCS	3
TCCS 621	Transdisciplinary Research in Practice A	3
TCCS 622	Transdisciplinary Research in Practice B	3
TCCS 623	Transdisciplinary Methods	3
TCCS 611	Migration and Diaspora	3
TCCS 612	Community Formation and Development	3
TCCS 702	Professional Seminar B	2
TCCS 730	Research Practicum	3
TCCS 731	Research Practicum	3
TCCS 830	Dissertation Seminar	3
TCCS 899	Dissertation	12
	SubTotal # Core Credits Required	45
Concentration Course Choices (Total courses required = 3) (attach list as needed)		
	Concentration Course from courses sponsored by TCCS and other UMB graduate programs	3
	Concentration Course from courses sponsored by TCCS and other UMB graduate programs	3
TCCS 699	Concentration Project (Directed Study)	3
	SubTotal # Concentration Credits Required	9
Other/Elective Course Choices (Total courses required = 7) (attach list as needed)		
	TCCS Theory Elective (See Listing in Table 2 and Table 16)	3
	TCCS Theory Elective (See Listing in Table 2 and Table 16)	3
	Methods Elective (See Listing in Table 2 and Table 16)	3
	Methods Elective (See Listing in Table 2 and Table 16)	3
	Methods Elective (See Listing in Table 2 and Table 16)	3
	Open Elective from courses sponsored by TCCS and other UMB graduate programs (See Listing in Table 2 and Table 16)	3
	Open Elective from courses sponsored by TCCS and other UMB graduate programs (See Listing in Table 2 and Table 16)	3
	SubTotal # Elective Credits Required	21

Curriculum Summary	
Total number of courses required for the degree	22 (not including dissertation, TCCS 899)
Total credit hours required for degree	75
Prerequisite or Other Additional Requirements:	
1. Comprehensive Exam (end of 3 rd year) 2. Approved Dissertation Proposal (end of 3 rd year)	

Table 16. Elective Courses	MS	PhD
Theory Electives	Choose 3	
TCCS 710 Globalization and Population Movements		Choose 2
TCCS 711 Culture and Transculturation		
TCCS 712 Circuits of Migration		
TCCS 713 Identity, Sovereignty, Resistance, and Activism ¹	NA	
TCCS 714 Theories of Colonization, Development and Modernization		
TCCS 715 Representation, Media and Technology		
PSYCLN 742 Social Construction of Self and Identities ²		
Methods Electives		
SOCIOL 651 Research Methods ²		Choose 3
SOCIOL 652 Analysis of Quantitative Data ²		
PPOL 609L Qualitative Methods ²		
PSYCLN 775 Qualitative Methods in Psychological Research ²		
TCCS 732 Literary Analysis	NA	
TCCS 733 Historical Approaches		
TCCS 734 Community Based Participatory Research		
SOCIOL 655 Evaluation Research ²		
TCCS 735 Applied Methods of Community Analysis ¹		
Other (open) Electives		
HUMSER 603 Race, Ethnicity and Human Services		Choose 2 from Open, Theory or methods electives
HUMSER 633 Funding Community Services		
HIST 6XX Themes in Native American History ³		
TCCS 750 Islam and Muslim Identities ¹	NA	
TCCS 751 Seminar on Health Disparities in Transnational and Transcultural Settings ¹		
TCCS 752 Transnational Families ¹		
TCCS 755 Arab Identities ¹	NA	
Notes: Courses marked NA are open only to PhD students. (1) These courses will be offered in subsequent years. Syllabi for these courses are not included with the proposal. (2) These courses will be available to TCCS students with permission of the instructor. (3) This course is being submitted for approval of GSC separately by the History Department. Currently taught as Special Topics and Syllabus is enclosed with this proposal.		

ATTACHMENT B: BUDGET

UMass New Program Approval Budget										
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REVENUE ESTIMATES										
	Year 1		Year 2		Year 3		Year 4		Year 5	
	2015		2016		2017		2018		2019	
<i>Full-Time Tuition Rate: In-State</i>	2592		2592		2592		2592		2592	
<i>Full-Time Tuition Rate: Out-State</i>	9768		9768		9768		9768		9768	
<i>Mandatory Fees per Student (In-state)</i>	11584		11931		12289		12658		13038	
<i>Mandatory Fees per Student (out-state)</i>	17409		17932		18470		19024		19594	
<i>FTE # of New Students: In-State</i>	16		16		16		16		16	
<i>FTE # of New Students: Out-State</i>	4		4		5		5		5	
<i># of In-State FTE Students transferring in from the institution's existing programs</i>		0		0		0		0		0
<i># of Out-State FTE Students transferring in from the institution's existing programs</i>		0		0		0		0		0

	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs
Tuition and Fees										
<u>First Year Students</u>										
Tuition										
In-State	\$41,472	\$0	\$41,472	\$0	\$41,472	\$0	\$41,472	\$0	\$41,472	\$0
Out-of-State	\$39,072	\$0	\$39,072	\$0	\$48,840	\$0	\$48,840	\$0	\$48,840	\$0
Mandatory Fees	\$254,979	\$0	\$262,628	\$0	\$288,977	\$0	\$297,646	\$0	\$306,575	\$0
<u>Second Year Students</u>										
Tuition										
In-State			\$41,472	\$0	\$41,472	\$0	\$41,472	\$0	\$41,472	\$0
Out-of-State			\$39,072	\$0	\$39,072	\$0	\$48,840	\$0	\$48,840	\$0
Mandatory Fees			\$262,628	\$0	\$270,507	\$0	\$297,646	\$0	\$306,575	\$0
<u>Third Year Students</u>										
Tuition										
In-State					\$0	\$0	\$0	\$0	\$0	\$0
Out-of-State					\$0	\$0	\$9,768	\$0	\$9,768	\$0
Mandatory Fees					\$0	\$0	\$19,024	\$0	\$19,594	\$0
<u>Fourth Year Students</u>										
Tuition										
In-State							\$0	\$0	\$0	\$0
Out-of-State							\$0	\$0	\$9,768	\$0
Mandatory Fees							\$0	\$0	\$19,594	\$0
<u>Fifth Year Students</u>										
Tuition										
In-State									\$0	\$0
Out-of-State									\$0	\$0
Mandatory Fees									\$0	\$0
Gross Tuition and Fees	\$335,523	\$0	\$686,344	\$0	\$730,340	\$0	\$804,708	\$0	\$852,500	\$0
Grants	\$0	\$0	\$0	\$0	\$18,792	\$0	\$38,711	\$0	\$39,872	\$0

Contracts	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus budget allocation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Revenues (Funds from other university sources)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$335,523	\$0	\$686,344	\$0	\$749,131	\$0	\$843,419	\$0	\$892,372	\$0

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EXPENDITURE ESTIMATES										
	Year 1 2015		Year 2 2016		Year 3 2017		Year 4 2018		Year 5 2019	
	New Expenditures required for Program	Expenditures from current resources	New Expenditures required for Program	Expenditures from current resources	New Expenditures required for Program	Expenditures from current resources	New Expenditures required for Program	Expenditures from current resources	New Expenditures required for Program	Expenditures from current resources
Personnel Services										
Faculty	\$80,000	\$0	\$208,400	\$18,333	\$212,972	\$18,883	\$217,681	\$19,450	\$222,532	\$20,033

Administrators	\$3,000	\$0	\$3,000	\$0	\$7,500	\$0	\$7,500	\$0	\$7,500	\$0
Support Staff	\$40,000	\$0	\$41,200	\$0	\$42,436	\$0	\$43,709	\$0	\$45,020	\$0
Others										
Fringe Benefits 34 %	\$40,800	\$0	\$65,824	\$6,233	\$67,799	\$6,420	\$69,833	\$6,613	\$71,928	\$6,811
Total Personnel	\$163,800	\$0	\$318,424	\$24,567	\$330,707	\$25,304	\$338,723	\$26,063	\$346,980	\$26,845
Operating Expenses										
Supplies	\$5,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Library Resources	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Marketing/Promotional Expenses	\$5,000	\$0	\$0	\$0	\$5,000	\$0	\$0	\$0	\$0	\$0
Laboratory Expenses	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
General Administrative Overhead	\$1,350	\$0	\$450	\$0	\$1,350	\$0	\$900	\$0	\$900	\$0
Other (travel)	\$5,000	\$0	\$5,000	\$0	\$10,000	\$0	\$10,000	\$0	\$10,000	\$0
Total Operating Expenses	\$16,350	\$0	\$5,450	\$0	\$16,350	\$0	\$10,900	\$0	\$10,900	\$0
Net Student Assistance										

Assistantships	\$17,713	\$0	\$36,489	\$0	\$112,750	\$0	\$193,555	\$0	\$318,978	\$0
Fellowships	\$0	\$0	\$0	\$0	\$8,000	\$0	\$8,000	\$0	\$12,000	\$0
Stipends/Scholarships	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Student Assistance	\$17,713	\$0	\$36,489	\$0	\$120,750	\$0	\$201,555	\$0	\$330,978	\$0
Capital										
Facilities / Campus recharges	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Equipment	\$6,000	\$0	\$1,500	\$0	\$7,500	\$0	\$2,000	\$0	\$2,000	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Capital	\$6,000	\$0	\$1,500	\$0	\$7,500	\$0	\$2,000	\$0	\$2,000	\$0
Total Expenditures	\$203,863	\$0	\$361,863	\$24,567	\$475,307	\$25,304	\$553,178	\$26,063	\$690,858	\$26,845
BUDGET SUMMARY OF NEW PROGRAM ONLY										
		Year 1	Year 2	Year 3	Year 4	Year 5				
		2015	2016	2017	2018	2019				
Total of newly generated revenue		\$335,523	\$686,344	\$749,131	\$843,419	\$892,372				

Total of additional resources required for program	\$203,863	\$361,863	\$475,307	\$553,178	\$690,858
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Excess/ (Deficiency)	\$131,660	\$324,482	\$273,824	\$290,241	\$201,514
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Justification of Financial Projections:

ATTACHMENT C: FACULTY FORM

Summary of Faculty who will teach in the proposed program. Please list full-time faculty first, alphabetically by last name. Add additional rows as necessary.

[TCCS Core Faculty and TCCS Courses appear in bold]

Name of faculty member	Tenured Y/N	Courses taught Put (C) to indicate core course. Put (OL) next to any course currently taught online.	# of sections	Division or college of employment	Full- or part- time in program	Full- or part- time in other dept. or program	Sites where individual will teach program courses
Addo, Ping-Ann PhD in Anthropology; Associate Professor, Anthropology	Y	<ul style="list-style-type: none"> • TCCS 750 Islam and Muslim Identity • TCCS 755 Arab Identities • Anthropology of the Object: A Socio-Cultural Odyssey • Introduction to Cultural Anthropology • Watching Film; Seeing Culture • Theory in Socio-Cultural Anthropology • Multicultural Expression and Celebration • Ethnography, Objects, and Others • Global Diasporas: Roots and Routes 		College of Liberal Arts (UMass Boston)	TCCS Affiliated Faculty	Full-time in Anthropology	Main Campus
Aponte-Pares, Luis Ph.D. in Urban Planning; Associate Professor, College of Public and Community Service	Y	<ul style="list-style-type: none"> • TCCS 612 Community Formation and Development (C) • TCCS 714 Colonialism, Development and Modernization • Strategic Planning 		College of Public and Community Service (UMass Boston)	TCCS Core Faculty	Full-time in College of Public and Community Service	Main Campus
Capetillo-Ponce, Jorge A. Ph.D. in Sociology; Associate Professor, Sociology	Y	<ul style="list-style-type: none"> • TCCS 711 Culture and Transculturation 		College of Liberal Arts (UMass Boston)	TCCS Affiliated Faculty	Full-time in Sociology	Main Campus

Name of faculty member	Tenured Y/N	Courses taught Put (C) to indicate core course. Put (OL) next to any course currently taught online.	# of sections	Division or college of employment	Full- or part-time in program	Full- or part-time in other dept. or program	Sites where individual will teach program courses
Dao, Loan Thi Ph.D. in Ethnic Studies; Assistant Professor, Asian American Studies	N	<ul style="list-style-type: none"> • TCCS 610 Topics in Transnational, Cultural and Community Studies (C) • TCCS 734 Community Based Participatory Research • TCCS 712 Circuits of Migration • Asians in the U.S. • Resources for Vietnamese American Studies • Asian American Leadership and Social Change 		Intercollegiate Programs (UMass Boston)	TCCS Core Faculty Part-time in proposed TCCS programs	Part-time in Asian American Studies	Main Campus
Drebing, Charles Edward Ph.D. in Clinical Psychology; Adjunct Professor, Sociology [Associate Professor, Psychiatry, Boston University Medical School]	Y	<ul style="list-style-type: none"> • SOCIOL655 Evaluation Research 		College of Liberal Arts (UMass Boston)	TCCS Affiliated Faculty	Part-time in Applied Sociology	Main Campus
Friedman, Donna Haig Ph.D. in Heller Graduate School for Advanced Studies in Social Welfare; Research Associate Professor, Public Policy and Public Affairs	N	<ul style="list-style-type: none"> • PPOL 609L Multi-method Research Design using Qualitative Methods • Program Evaluation • Family Policy • Capstone Seminar 		McCormack Graduate School of Policy Studies (UMass Boston)	TCCS Affiliated Faculty	Full-time in McCormack Graduate School of Policy Studies and Center for Social Policy	Main Campus
Kamara, Jemadari Ph.D. in Urban, Technological & Environmental Planning; Associate Professor, Africana Studies; Founding Director, Center for African, Caribbean and Community Development	Y	<ul style="list-style-type: none"> • Black Intellectual Thought 		College of Liberal Arts (UMass Boston)	TCCS Affiliated Faculty	Full-time in Africana Studies	Main Campus

Name of faculty member	Tenured Y/N	Courses taught Put (C) to indicate core course. Put (OL) next to any course currently taught online.	# of sections	Division or college of employment	Full- or part- time in program	Full- or part- time in other dept. or program	Sites where individual will teach program courses
Kretsedemas, Philip Ph.D. in Sociology Associate Professor, Sociology	Y	<ul style="list-style-type: none"> • TCCS 710 Globalization and Population Movements • Race and Ethnic Relations • Race, Incarceration and Deportation • Society and the Individual • First Year Seminar - Insiders Outsiders • Senior Seminar (Special Topics: Globalization and the Nation-State) • Senior Seminar (regular course) Diversity and Social Change • Issues in Contemporary Policy / Policy II (Immigration Policy Focus) • Honors Program Course (Theme: Researching Race) 		College of Liberal Arts (UMass Boston)	TCCS Affiliated Faculty	Full-time in Sociology	
Kiang, Peter Nien-chu Ed.D.; Professor, Director, Intercollegiate Asian American Studies Program	Y	<ul style="list-style-type: none"> • TCCS 621 Transdisciplinary Research in Practice A (C) • TCCS 622 Transdisciplinary Research in Practice B (C) • TCCS 698 MS Capstone (C) • Teacher Research • Race, Class and Gender in Education • Teaching and Learning in Asian American Studies • Boston's Asian American Communities 		College of Education and Human Development (UMass Boston)	TCCS Core Faculty Part-time in proposed TCCS programs	Part-time in Asian American Studies and College of Education and Human Development	Main Campus
Melnick, Jeffrey Ph.D. in History of American Civilization; Associate Professor, Graduate Program Director, American Studies	Y	<ul style="list-style-type: none"> • TCCS 715 Representation, Media and Technology • Introduction to American Studies • Studies in Popular Culture and Technology • Final Project Writing Seminar • U.S. in a Global Context 		College of Liberal Arts (UMass Boston)	TCCS Affiliated Faculty	Full-time in American Studies	Main Campus

Name of faculty member	Tenured Y/N	Courses taught Put (C) to indicate core course. Put (OL) next to any course currently taught online.	# of sections	Division or college of employment	Full- or part- time in program	Full- or part- time in other dept. or program	Sites where individual will teach program courses
Negrón, Marisol Ph.D. in Spanish and Portuguese; Assistant Professor, American Studies and Latino Studies	N	<ul style="list-style-type: none"> • TCCS 611 Migration and Diaspora (C) • American Identities • Latinos/as in the U.S. • Latino Border Cultures • Race, Class and Gender • Ethnicity, Race and Nationality 		College of Liberal Arts (UMass Boston)	TCCS Core Faculty	Full-time in American Studies and Latino Studies	Main Campus
Negrón, Rosalyn Ph.D. in Anthropology; Assistant Professor, Anthropology	N	<ul style="list-style-type: none"> • TCCS 620 Research in Transnational, Cultural and Community Studies (C) • TCCS 623 Transdisciplinary Research Methods (C) • Anthropology in a Connected World • Ethnographic Inquiry • Introduction to Cultural Anthropology • Language & Culture • Latino Leadership Opportunity Program Research Seminar • Socio---Cultural Theory • Urban Anthropology • U.S. Immigration: Contemporary Issues and Debates 		College of Liberal Arts (UMass Boston)	TCCS Affiliated Faculty	Full-time in Anthropology	Main Campus
Pilgrim, Aminah Ph.D. in History; Assistant Professor, Africana Studies	N	<ul style="list-style-type: none"> • TCCS 611 Migration and Diaspora (C) • African-American History 1 • African-American History 2 • African-American Women's History 		College of Liberal Arts (UMass Boston)	TCCS Affiliated Faculty	Full-time in Africana Studies	Main Campus

Name of faculty member	Ten-ured Y/N	Courses taught Put (C) to indicate core course. Put (OL) next to any course currently taught online.	# of sections	Division or college of employment	Full- or part- time in program	Full- or part- time in other dept. or program	Sites where individual will teach program courses
Reid, Joshua Ph.D. in History; Assistant Professor, History Director, Native American & Indigenous Studies Program	N	<ul style="list-style-type: none"> • HIS XXX Themes in American Indian History (offered now as American Indian History to 1783) • World Leaders: Indigenous Leaders & Intellectuals • Historical Thinking: Twentieth-Century American Indian History • American Indians & the Environment • History of the American West • Research & Methods Seminar: Native New England • Teaching College History for Teaching Assistants and Readers 		College of Liberal Arts (UMass Boston)	TCCS Affiliated Faculty	Full-time in History	Main Campus
Shapiro, Ester Ph.D. in Psychology; Associate Professor, Psychology	Y	<ul style="list-style-type: none"> • Social Cultural Bases of Behavior • Gender, Culture and Health • Community Engaged Research in Health Promotion 		College of Liberal Arts (UMass Boston)	TCCS Affiliated Faculty	Full-time in Psychology	Main Campus
Siqueira, Carlos Eduardo Gomes, MD, SCD, MPH Associate Professor, College of Public and Community Service	Y	<ul style="list-style-type: none"> • Concepts of Social Justice 		College of Public and Community Service (UMass Boston)	TCCS Affiliated Faculty	Full-time in College of Public and Community Service	Main Campus

Name of faculty member	Tenured Y/N	Courses taught Put (C) to indicate core course. Put (OL) next to any course currently taught online.	# of sections	Division or college of employment	Full- or part- time in program	Full- or part- time in other dept. or program	Sites where individual will teach program courses
<p>Srikanth, Rajini Ph.D. in English; Professor, English and Asian American Studies; Director, University Honors Program; Associate Provost, UMass Boston</p>	<p>Y</p>	<ul style="list-style-type: none"> • TCCS 750 Islam and Muslim Identity • TCCS 755 Arab Identities • TCCS 732 Literary Analysis • Teaching of Literature • Literatures of the Middle East • Studies in Fiction: William Faulkner • Literature and Human Rights • Advanced Studies Prose • Honors Program: International Epidemics • Asian American Literary Voices • Advanced Studies in Prose: Literatures of the Middle East • Honors Program: Libraries and the Making of Knowledge • Introduction to Asian American Studies • Honors Program: International Epidemics • Honors Program: Libraries and the Making of Knowledge • Introduction to Human Rights • Honors Program: International Epidemics • Literature and Human Rights 		<p>College of Liberal Arts & University Honors Program (UMass Boston)</p>	<p>TCCS Affiliated Faculty</p>	<p>Full-time in English</p>	<p>Main Campus</p>

Name of faculty member	Tenured Y/N	Courses taught Put (C) to indicate core course. Put (OL) next to any course currently taught online.	# of sections	Division or college of employment	Full- or part- time in program	Full- or part- time in other dept. or program	Sites where individual will teach program courses
Suyemoto, Karen L. Ph.D. in Clinical Psychology; Associate Professor in Psychology and Asian American Studies	Y	<ul style="list-style-type: none"> • TCCS 713 Identity, Sovereignty, Resistance, and Activism • PSYCLN 610 Culture and Mental Health • PSYCLN 775 Qualitative Methods for Psychological Research • Social Construction of Self and Identities • Qualitative Methods • Practicum Seminar • Race, Culture, and Relationships: An Applied Psychological Perspective • Principles of Psychotherapy • Applied Research in Asian American Studies • Asian American Psychology • Multiracial Experiences 		College of Liberal Arts (UMass Boston)	TCCS Affiliated Faculty	Full-time in Psychology and Asian American Studies	Main Campus

Name of faculty member	Tenured Y/N	Courses taught Put (C) to indicate core course. Put (OL) next to any course currently taught online.	# of sections	Division or college of employment	Full- or part-time in program	Full- or part-time in other dept. or program	Sites where individual will teach program courses
Tang, Shirley Suet-ling Ph.D. in American Studies; Associate Professor in Asian American Studies; American Studies	Y	<ul style="list-style-type: none"> • TCCS 621 Transdisciplinary Research in Practice A (C) • TCCS 622 Transdisciplinary Research in Practice B (C) • TCCS 610 Topics in Transnational, Cultural and Community Studies (C) • Ethnicity, Race, Nationality • Asian American Visual Culture and Cool • American Identities • Southeast Asians in the US • Cambodian American Culture & Community • Race, Class, Gender • Asian American Media Literacy • Women of Color • Asian American Community Internship • Applied Research in Asian American Studies • The Immigrant Experience 		Intercollegiate Programs (UMass Boston)	TCCS Core Faculty Part-time in proposed TCCS programs	Part-time in Asian American Studies	Main Campus
Thomas, Lynnell Ph.D. in American Studies; Associate Professor in American Studies	Y	<ul style="list-style-type: none"> • TCCS 733 Historical Approaches • US Society and Culture Since 1945 • The US in the 1960s, American Studies • US Society and Culture, 1860-1940 • Black New Orleans, Honors Seminar • Black Popular Culture • Historical Sequence II: 1870-1940 • Ethnicity, Race, Nationality 		College of Liberal Arts (UMass Boston)	TCCS Affiliated Faculty	Full-time in American Studies	Main Campus

Name of faculty member	Tenured Y/N	Courses taught Put (C) to indicate core course. Put (OL) next to any course currently taught online.	# of sections	Division or college of employment	Full- or part-time in program	Full- or part-time in other dept. or program	Sites where individual will teach program courses
<p>Miren Uriarte Ph.D. in Sociology (Applied, Race and Ethnicity, Social Policy); Professor of Human Services, Latino and Community Studies; Sr Research Associate, Mauricio Gaston Institute for Latino Community Development and Public Policy</p>	Y	<ul style="list-style-type: none"> • TCCS 730/731 Research Practicum (C) • TCCS 830 Dissertation Seminar (C) • TCCS 623 Transdisciplinary Research Methods (C) • TCCS 735 Methods of Community Analysis • Political Economy of Race and Ethnicity • Public Policy Research Practicum • Evaluation Research • Fundraising for Human Services • Needs/Resource Assessment and Program Development • Race, Ethnicity and Human Services • Research Methods • Strategic Planning • Community Portraits • Concepts of Community (OL) • History of Social Welfare • Latino Boston • Social Differences 		College of Public and Community Service (UMass Boston)	<p>TCCS Core Faculty</p> <p>Part-time in TCCS program</p>	Part-time in CPCS MS in Human Services	Main Campus
<p>Ybarra, Raul E. Ph.D. in English; Associate Professor in College of Public and Community Service</p>	Y	<ul style="list-style-type: none"> • TCCS 601 Professional Seminar A (C) 		College of Public and Community Service (UMass Boston)	TCCS Affiliated Faculty	Full-time in College of Public and Community Service	Main Campus