University of Massachusetts Boston NECHE Comprehensive Self-Study

Submitted to the New England Commission of Higher Education
February 2025

UMass Boston

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Institutional Characteristics Form Revised September 2009

This form is to be completed and placed at the beginning of the self-study report:

Date: January 30, 2025

1. Corporate name of institution: University of Massachusetts Boston _____

2. Date institution was chartered or authorized: June 18, 1964

3. Date institution enrolled first students in degree programs: September 1965 _____

4. Date institution awarded first degrees:1965 _____

5. Type of control:

    Public   Private

    ☒ State   ☐ Independent, not-for-profit

    ☐ City   ☐ Religious Group

    ☐ Other   (Name of Church) _____

    (Specify) _____   ☐ Proprietary

                                                ☐ Other: (Specify) _____

6. By what agency is the institution legally authorized to provide a program of education beyond

    high school, and what degrees is it authorized to grant? _____

    New England Commission of Higher Education (BA, BS, MA, MS, MED, MBA, MFA, MPA, MPP,

    EDS, EDD, DNP, PHD, Certificates) _____

7. Level of postsecondary offering (check all that apply)

    ☒ Less than one year of work   ☒ First professional degree

    ☒ At least one but less than two years   ☒ Master's and/or work beyond the first
                                                      professional degree

    ☒ Diploma or certificate programs of   ☒ Work beyond the master's level
       at least two but less than four years   but not at the doctoral level
                                                      (e.g., Specialist in Education)

    ☐ Associate degree granting program   ☒ A doctor of philosophy or
       of at least two years   equivalent degree

    ☒ Four- or five-year baccalaureate   ☐ Other doctoral programs _____
       degree granting program
                                                  ☐ Other (Specify)

8. Type of undergraduate programs (check all that apply)

☐ Occupational training at the crafts/clerical level (certificate or diploma)

☒ Liberal arts and general

☐ Occupational training at the technical or semi-professional level (degree)

☒ Teacher preparatory

☒ Two-year programs designed for full transfer to a baccalaureate degree

☒ Professional

☐ Other_____

9. The calendar system at the institution is:

☒ Semester   ☐ Quarter   ☐ Trimester   ☐ Other _____

10. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?

a) Undergraduate   ___15____ credit hours

b) Graduate   ____9___ credit hours

c) Professional   _____ credit hours

11. Student population:

a) Degree-seeking students:

	Undergraduate	Graduate	Total
Full-time student headcount	9822	1611	11433
Part-time student headcount	1888	1660	3548
FTE	10262	2549	12811

b) Number of students (headcount) in non-credit, short-term courses: _____

12. List all programs accredited by a nationally recognized, specialized accrediting agency.

Program	Agency	Accredited since	Last Reviewed	Next Review
Clinical Psychology, PhD	American Psychological Association	1993	2015	2025
Mental Health	Masters in Psychology	2013	2013	2023

MS and Counseling MEd/CAGS	and Counseling. Accreditation Council;			
School Psychology MEd/EdS	National Association of School Psychology (NASP)	2018	2018	2024
School Psychology PhD	American Psychological Association	2016	2023	2030
Counseling Psychology PhD	American Psychological Association	2015	2023	2029
• Clinical Rehabilitation Counseling MS • Rehabilitation Counseling MS	Council for Accreditation of Counseling and Related Educational Programs	2020	2020	2024
Urban Planning and Community Development, MS	Planning Accreditation Board of the American Institute of Certified Planners	2021	2023	2028
Addictions Counselor Education Program Certificate	National Association of Alcohol and Drug Addiction Counselors	2020	2021	2023
• Computer Science BA • Computer Science BS	ABET	2016	2022	2028
• Computer Engineering, BS • Electrical Engineering,	ABET	ABET Accreditation received Aug 27, 2018, extended	2024	2030

BS		retroactively to Oct 1, 2015.		
• Chemistry, BA • Chemistry, BS • Biochemistry, BS	American Chemical Society	2015	2022	2029
• Management, BS • Information Technology, BS • Business Administration, MBA • Accounting MS • Business Analytics MS • Finance MS • Information Technology MS • Business Management	Association to Advance Collegiate Schools of Business (AACSB)		2021	2025
Public Administration, MPA	Network of Schools of Public Policy, Affairs, and Administration (NASPAA)		2018	2025
Exercise Science BA	Commission on Accreditation of Allied Health Education Programs	2023	2023	2028
• Nursing (BS) • Accelerated Nursing (BS) • Nursing for RN's (BS) • Nursing (MS)	AACN/CCNE	2011	2021	2031

	AACN/CCNE	2016	2019	2029
• Nurse Practitioner, Post-Master's Certificate • Doctor of Nursing Practice – DNP				

13. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more degree programs. Record the full-time equivalent enrollment (FTE) for the most recent year. Add more rows as needed.

	Full degree	50%-99%	FTE
A. In-state Locations			
B. Out-of-state Locations			

14. International Locations: For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as "any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program." **Do not include study abroad locations**.

Name of program(s)	Location	Headcount

15. Degrees and certificates offered 50% or more electronically: For each degree or Title IV-eligible certificate, indicate the level (certificate, associate's, baccalaureate, master's, professional, doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year. Enter more rows as needed.

Name of program	Degree level	% on-line	FTE
Accelerated Nursing	BS	100%	148
Applied Linguistics	MA	82%	56
Applied Linguistics	PHD	Some	19
Assistive Technology	GCT	100%	6
Autism Endorsement	GCT	100%	1
Business Analytics	GCT	67%	8

Business Analytics	MS		26%	203
Cortical Cerebrl Vis Imp	GCT		98%	12
Counseling	CAGS		42%	3
Crit & Creat Thinking	GCT		100%	0
Crit & Creat Thinking	MA		100%	13
Cybersecurity	PBC		70%	6
Family Nurse Practitioner	PMC		100%	11
Gender, Leadership, and Public Policy	GCT		82%	10
Gerontology	GCT		100%	1
Gerontology	MS		100%	17
Gerontology	PHD		Some	21
Gerontology	PMC		100%	3
Global Affairs	BA		88%	23
Global Aging and Life Course Studies	BA		89%	6
History	MA		74%	35
Initial Licensure Special Education 5 - 12	GCT		100%	3
Instructional and Learning Design	GCT		100%	9
Instructional Design	GCT		100%	8
Instructional Design	M.Ed		97%	18
Management	MBA		74%	281
Mental Health Counseling	MS		58%	116
Nursing	MS		100%	75
Nursing for RNs	BS		99%	65
Nursing Practice	DNP		100%	11
Orientation & Mobility	GCT		100%	2
Rehabilitation Counseling	MS		100%	32
Rehabilitation Counseling	PMC		100%	1
School Counseling	M.Ed		55%	70
School Psychology	M.Ed		Some	23
Sustain Marine Aquaculture	UCT		Some	3
Transitions Leadership	GCT		100%	8
Translation - Spanish	UCT		100%	9
Vision Studies	GCT		100%	3
Vision Studies	M.Ed		100%	62
Accelerated Nursing	BS		100%	148

Applied Linguistics	MA	82%	56
Applied Linguistics	PHD	Some	19
Assistive Technology	GCT	100%	6
Autism Endorsement	GCT	100%	1
Business Analytics	GCT	67%	8
Business Analytics	MS	26%	203
Cortical Cerebrl Vis Imp	GCT	98%	12
Counseling	CAGS	42%	3
Crit & Creat Thinking	GCT	100%	0

16. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.
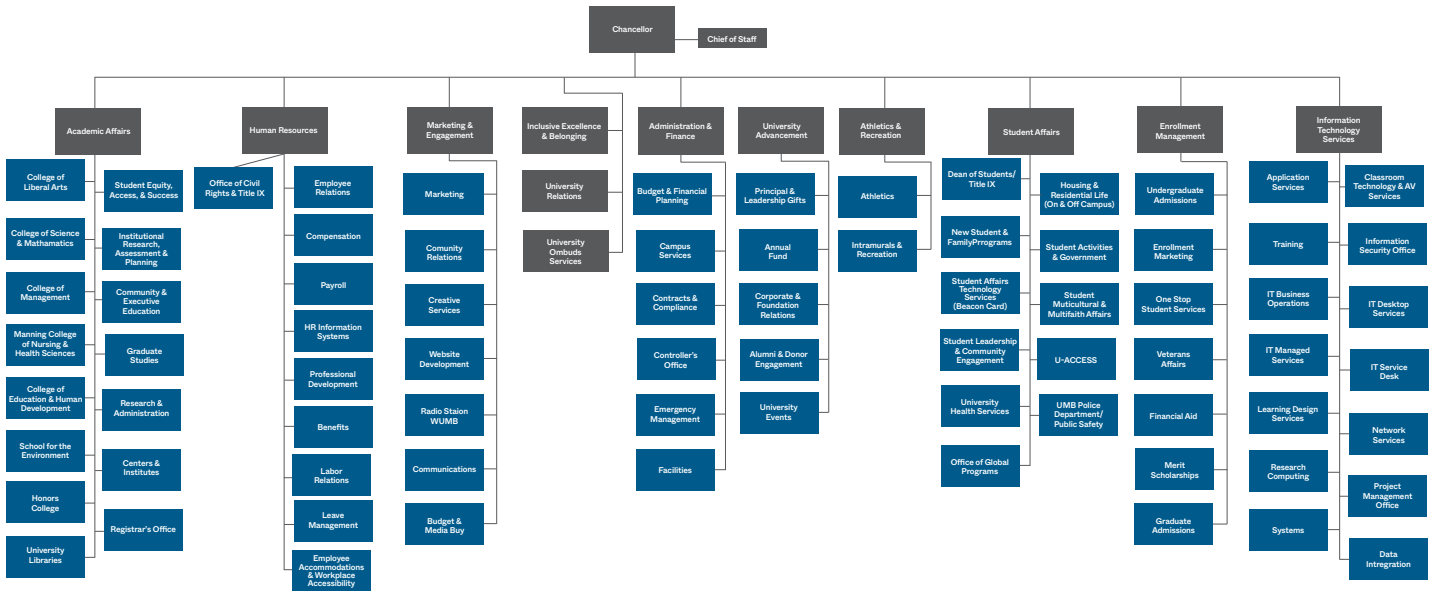
Name of contractor	Location	Name of program	Degree or certificate	# of credits

17. List by name and title the chief administrative officers of the institution. (Use the table on the following page.)
18. Supply a table of organization for the institution.

Chancellor's Senior Leadership Team

Marcelo Suárez-Orozco
Chancellor

Joseph Berger
Provost & Vice Chancellor of Academic Affairs

Ricardo Castaño-Bernard
Interim Dean, College of Science & Mathematics

Bo Fernhall
Dean, Manning College of Nursing & Health Sciences

Mya Mangawang
Vice Provost

Tara Parker
Dean, College of Education & Human Development

Pratima Prasad
Dean, College of Liberal Arts

Carol Thomber
Dean, School for the Environment

Venky Venkatachalam
Dean, Colleg of Management

Len von Morze
Dean, Honors College

Stephanie Walker
Dean, University Libraries

Marie Bowen
Vice Chancellor of Human Resources

John Drew
Vice Chancellor of Enrollment Management

Megan Delage Sullivan
Vice Chancellor of Marketing & Engagement

Matt Fenlon
Assistance Chancellor of University Relations

Karen Ferrer-Muñiz
Vice Chancellor of Student Affairs

Calvin Hill
Vice Chancellor of Inclusive Excellence & Belonging

Michael Johnson
Special Assistant to the Chancellor for Black Life

Peter Kelly
Chief of Staff

Kathleen Kirleis
Vice Chancellor of Admistration & Finance

Raymond Lefebvre
CIO & Vice Chancellor of Information Technology

Martha Patrick
University Ombuds Person

Jacqueline Schuman
Vice Chancellor of Athletics & Recreation

Garrett Smith
Deputy Chancellor

Adam Wise
Vice Chancellor of University Advancement

UMass Boston Organizational Chart (Functional Areas)

Chancellor — Chief of Staff

Academic Affairs
- College of Liberal Arts
- College of Science & Mathamatics
- College of Management
- Manning College of Nursing & Health Sciences
- College of Education & Human Development
- School for the Environment
- Honors College
- University Libraries
- Student Equity, Access, & Success
- Institutional Research, Assessment & Planning
- Community & Executive Education
- Graduate Studies
- Research & Administration
- Centers & Institutes
- Registrar's Office
- Office of Civil Rights & Title IX

Human Resources
- Employee Relations
- Compensation
- Payroll
- HR Information Systems
- Professional Development
- Benefits
- Labor Relations
- Leave Management
- Employee Accommodations & Workplace Accessibility

Marketing & Engagement
- Marketing
- Comunity Relations
- Creative Services
- Website Development
- Radio Staion WUMB
- Communications
- Budget & Media Buy

Inclusive Excellence & Belonging
- University Relations
- University Ombuds Services

Administration & Finance
- Budget & Financial Planning
- Campus Services
- Contracts & Compliance
- Controller's Office
- Emergency Management
- Facilities

University Advancement
- Principal & Leadership Gifts
- Annual Fund
- Corporate & Foundation Relations
- Alumni & Donor Engagement
- University Events

Athletics & Recreation
- Athletics
- Intramurals & Recreation

Student Affairs
- Dean of Students/ Title IX
- New Student & FamilyPrograms
- Student Affairs Technology Services (Beacon Card)
- Student Leadership & Community Engagement
- University Health Services
- Office of Global Programs
- Housing & Residential Life (On & Off Campus)
- Student Activities & Government
- Student Muticultural & Multifaith Affairs
- U-ACCESS
- UMB Police Department/ Public Safety

Enrollment Management
- Undergraduate Admissions
- Enrollment Marketing
- One Stop Student Services
- Veterans Affairs
- Financial Aid
- Merit Scholarships
- Graduate Admissions

Information Technology Services
- Application Services
- Training
- IT Business Operations
- IT Managed Services
- Learning Design Services
- Research Computing
- Systems
- Classroom Technology & AV Services
- Information Security Office
- IT Desktop Services
- IT Service Desk
- Network Services
- Project Management Office
- Data Intregration

19. Record briefly the central elements in the history of the institution:

The University of Massachusetts Boston, the only public four-year university in greater Boston, was established in 1964 to provide accessible and affordable education to a diverse, urban student body. The University moved to its current location at Harbor Point in 1974 and merged with Boston State College in 1982. Over the decades, UMass Boston has grown significantly, adding a Campus Center in 2004, Integrated Sciences Complex in 2015, University Hall in 2016, and campus dormitories in 2018.

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Chief Institutional Officers

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Stephen R. Karam	Chair, UMass Board of Trustees	2022
President/CEO	Marcelo Suárez-Orozco	Chancellor	2020
Executive Vice President	NA		
Chief Academic Officer	Joseph B. Berger	Provost & Vice Chancellor for Academic Affairs	2021
Deans of Schools and Colleges	Ricardo Castano Bernard	Interim Dean, College of Science & Mathematics	2022
	Bo Fernhall	Dean, Manning College of Nursing & Health Sciences	2024
	Tara Parker	Dean, College of Education & Human Development	2023
	Pratima Prasad	Interim Dean, College of Liberal Arts	2023
	Carol Thornber	Dean, School for the Environment	2024
	Leonard Von Morze	Interim Dean, Honors College	2024
	Venky Venkatachalam	Dean, College of Management	2022
Chief Financial Officer	Kathleen Kirleis	Vice Chancellor for Administration & Finance	2017
Chief Student Services Officer	Karen R. Ferrer-Muñiz	Vice Chancellor for Student Affairs	2022
Planning	Dennis Swinford	Director of Campus Planning and Sustainability	2021
Institutional Research	James J. Hughes	Associate Provost, Office of Institutional Research, Assessment and Planning	2016
Assessment	Christopher Callienes	Director, Office of Assessment	2024
Development	Adam K. Wise	Vice Chancellor for University Advancement	2018
Library	Stephanie Walker	Dean of University Libraries	2022
Chief Information Officer	Raymond V. Lefebvre	Vice Chancellor for Information Technology & CIO	2019
Continuing Education	Tina Chang	Assistant Provost, Community and Executive Education	2023
Grants/Research	Bala Sundaram	Vice Provost for Research	2017
Admissions	John Drew	Vice Chancellor for Enrollment Management	2019
Registrar	Sarah Bartlett	Interim, University Registrar	2024
Financial Aid	Cherly Pierre	Executive Director, Financial Aid Services	2021
Public Relations	Megan Sullivan	Vice Chancellor for Marketing and Engagement	2020
Alumni Association	Allison Duffy	Assistant Vice Chancellor of Alumni Engagement	2019

Other Senior Leadership			
	Marie Bowen	Vice Chancellor for Human Resources	2017
	Matt Fenlon	Assistant Chancellor for University Relations	2019
	Calvin R. Hill	Vice Chancellor for Inclusive Excellence & Belonging	2024
	Michael Johnson	Special Assistant to the Chancellor for Black Life	2024
	Peter T. Kelly	Chief of Staff, Chancellor	2021
	Mya M. Mangawang	Vice Provost	2022
	Martha N. Patrick	University Ombudsperson	2023
	Jacqueline A. Schuman	Vice Chancellor & Director for Athletics & Recreation	2021
	Garrett M. Smith	Deputy Chancellor	2017

Table of NECHE Actions, Items of Special Attention, or Concerns

Date of Commission Letter	Detailed Actions, Items of Special Attention, or Concerns	NECHE Standards Cited in Letter	Self-Study Page Number
June 7, 2021	Implementing a new mission statement	Standard 1: *Mission and Purposes*	p. 7-10
June 7, 2021	Updating the Commission on its leadership transition, internal reorganization, and campus climate	Standard 3: *Organization and Governance*	p. 24-31
June 7, 2021	Addressing achievement gaps in its at-risk populations	Standard 5: *Students*	p. 96-108
June 7, 2021	Developing a comprehensive assessment strategy and using the results to foster continuous improvement	Standard 2: Planning and Evaluation Standard 8: *Educational Effectiveness*	p. 15-17, 21-22, 99-100

Introduction to the Self-Study Process

The University of Massachusetts Boston is pleased to provide the New England Commission of Higher Education (NECHE) with this comprehensive report on its developments since the midterm report in 2021 and the last comprehensive review in 2015. The work on this report began under the leadership of Chancellor Marcelo Suárez-Orozco and Provost and Vice Chancellor for Academic Affairs Joseph B. Berger in response to the NECHE letter dated June 7, 2021 wherein the Commission accepted the university's interim report and confirmed its comprehensive review for spring 2025.

To begin the effort, Provost Berger, in conjunction with Vice Provost and NECHE Accreditation Liaison Officer Mya M. Mangawang, prepared a plan of action for the completion of the comprehensive report, including a timeline, procedure, and format. In December 2023, the provost made a call to the university community for nominations and volunteers to participate in the self-study process. Having received a broad spectrum of nominees from the campus to help guide the self-study, the provost developed committees for each Standard and appointed "Standard Leads" based on their specific areas of expertise and responsibilities at the university. Simultaneously, while self-study teams were being developed, each college was collecting the requisite information for the NECHE's "E Series" forms on program-level assessments and the Offices of Institutional Research, Assessment, and Planning (OIRAP) and Administration and Finance were tasked with completing the "Data First" forms (n.b. our process began before the Commission phased these forms out).

When the self-study committees were established in early 2024, Standard Leads were asked first, collaborating broadly and engaging with their committee and the broader community, to assess the status of each of the Standard areas, and to draft reports for each, paying particular attention to any substantive changes since 2021. These drafts were informed by ongoing work and existing standing committees in the colleges and across the university, by findings from UMass Boston's internal program assessments, and by analyses of the NECHE Data First and "E Series" forms.

Through this process, the standard leads then compiled their findings and submitted their drafts for Standards 1–7 and 9. Upon review of this work and informed by a close analysis of the overall findings Standard 8 was drafted. This process resulted in a report that was then shared with the university's senior staff for initial review and comment. Two student focus groups also provided feedback in key areas of the self-study. Having integrated feedback from this review, the provost then presented the draft to the chancellor. A call for questions was publicly posted in the Dorchester Reporter on 2/6/2025 and on the university website. The final self-study has been made available to the entire campus via the campus website.

Provost Berger was responsible for final editing and production of this report, and Chancellor Suárez-Orozco has reviewed and approved it for submission to the Commission.

University of Massachusetts Boston, Self-Study Committees

Self-Study Steering Committee
Joseph B. Berger (Chair), Provost and Vice Chancellor of Academic Affairs
Tracy Baynard, Associate Vice Provost, Graduate Education
Marie Bowen, Vice Chancellor, Human Resources
Tiffany Donaldson, Associate Dean, College of Education and Human Development
Kathleen Kirleis, Vice Chancellor, Administration and Finance
Mya M. Mangawang (Chair), Vice Provost
Mike Metzger, Assistant Vice Chancellor, Student Affairs
Karen Ferrer Muniz, Vice Chancellor, Student Affairs
Andrew Perumal, Associate Provost
Megan Sullivan, Vice Chancellor, Marketing and Engagement

Standard 1: Mission and Purposes
Stephen Arnason	Associate Professor, Physics Department
Mike Metzger (Lead)	Assistant Vice Chancellor, Student Affairs
Shaun Morgan	Executive Director Global Programs
Carol Chandler Rourke	Senior Lecturer III, English Department
Diann Simmons	Assistant Dean, College of Liberal Arts
Garrett Smith (Lead)	Deputy Chancellor, Chancellor's Office

Standard 2: Planning and Evaluation
Alice Carter	Professor, Psychology, Chair Budget and Long-Range Planning Committee
Justin Comeau	Director, Emergency Enterprise Risk Management
Karen Crounse	Senior Lecturer, Center of Science and Mathematics in Context
Matt Davis	Associate Professor, English
Chris Giuliani	Associate Vice Chancellor, Administration and Finance
Zehra Schneider-Graham	Director of Environmental Health and Safety
Mike Kearns (Lead)	Associate Vice Chancellor, Facilities Management
Tina Perez	Senior Campus Planner, Facilities Administration
Andrew Perumal (Lead)	Associate Provost

Standard 3: Organization and Governance
Marie Bowen (Lead)	Vice Chancellor, Human Resources
Jay Dee	Professor, College of Education and Human Development
Lucia Silva Gao	Associate Dean, College of Management
Val Imparato	Director, Office of Civil Rights and Title IX

Standard 4: The Academic Program
Tahirah Abdullah	Associate Professor, Psychology
Tracy Baynard (Lead)	Associate Vice Provost, Graduate Education
Lauren Bowen	Associate Professor, English
Neal Bruss	Associate Professor, English; Chair, Faculty Council General

	Education Committee
Amy Cook (Lead)	Professor, Department of Counseling, School Psychology, and Sport
Rosanna DeMarco*	Associate Provost, Provost's Office and Vice Chancellor AcademicAffairs
Daniel Doherty	Associate Director of Early College and New Skills
Susan Gauss	Associate Professor, Latin American/Iberian Studies

Standard 5: Students

Chiquita Baylor	Assistant Dean, Student Affairs
Kerry Boyd	Executive Director of Strategic Enrollment Initiatives
Ashlee Carter	Associate Dean, Student Affairs
Monique Cooper (Lead)	Assistant Vice Provost, Academic and Career Engagement and Success
Erika Corona	Associate Director, Pathways and Multi-Lingual Programs
Diane D'Arrigo	Assistant Vice Chancellor
John Drew (Lead)	Vice Chancellor, Enrollment Management
Karen Ferrer Muniz (Lead)	Vice Chancellor, Student Affairs
Corey Ford	Assistant Vice Chancellor, Enrollment Management
Evelyn Gonzalez	Associate Director, PACE
Andrea Haas	Accommodations Administrator/ ADA Coordinator
Jennifer Maitino	Associate Dean, Student Affairs
Sydney Morgan	Director of Undergraduate Admissions
Jacqueline Schuman	Vice Chancellor, Athletics and Recreation
Caitlin Sullivan	Academic Advisor, College of Liberal Arts, First and Early Support Program.

Standard 6: Teaching, Learning, and Scholarship

Suha Ballout	Associate Professor, Nursing
Ricardo Castano- Bernard (Lead)	Associate Dean / Associate Professor, College of Science and Mathematics
Randy Corpuz	Associate Professor, Psychology
Sarah Cramer	Director of Curriculum and Instruction for Early College
Tiffany Donaldson (Lead)	Associate Dean, College of Education and Human Development
Steven Neville	Assistant Vice Chancellor, Student Engagement
Zachary Ronald	Senior Classroom and Instructional Technologist
Rachel Skvirsky	Professor and Chair, Biology
Steve Smith	Head of Collections and Scholarly Communication, Healey Library
Stephanie Walker	Dean of University Libraries, Healey Library

Standard 7: Institutional Resources

Rrezarta Agimi	Lead Online Learning Designer, IT Educational Technology and Learning Commons
Ebru Korbek-Erdogmus	Assistant Vice Chancellor, Human Resources

Rebecca Hanson   Associate Director Office of Research and
                              Sponsored Programs Post Award
Kathleen Kirleis (Lead)   Vice Chancellor, Administration and Finance
Apurva Mehta   Associate Chief Information Officer, Information Technology
Thomas Miller (Lead)*   Associate Vice Chancellor, Academic Affairs Administration and
Samantha Regan   Assistant Dean, Healey Library
Dennis Swinford   Director, Campus Master Planning, Facilities Administration
Surjit Tinaikar   Associate Professor, Accounting and Finance
Chris Ward   Advising Operations and Technology Specialist,
                              Student Equity Access and Success

Standard 8: Educational Effectiveness
Joseph Berger (Lead)   Provost and Vice Chancellor for Academic Affairs
Karen Ferrer Muniz   Vice Chancellor, Student Affairs
David Graham   Vice Provost, SEAS
Mya Mangawang   Vice Provost
Andrew Perumal   Associate Provost

Standard 9: Integrity, Transparency, and Public Disclosure
Jennifer Barone   Project Manager, Student Equity, Access, and Success (SEAS)
Danielle Bilotta*   Digital Communications Editor, Marketing and Engagement's
                              Office of Communications
Shawn DeVeau   Dean of Students and Assistant Vice Chancellor Student Affairs
Brikitta Hairston   Title IX and Civil Rights Investigator for Students,
                              Dean of Students
DeWayne Lehman   Director of Communications, Marketing and
                              Engagement's Office of Communications
Justin Maher   Assistant Dean for Graduate Student Success,
                              Graduate Studies and Admissions
Megan Sullivan (Lead)   Vice Chancellor, Marketing and Engagement
Crystal Valencia   Associate Director Media Relations, Communications

*No longer at the university.

Institutional Overview

UMass Boston embraces its role as Boston's only public research university and is proud of its record of standing with the city in its pursuit of educational excellence, community building, and economic development. The university's purpose is to provide access to high-quality higher education and generate world-class research. Founded as an urban land-grant university amidst the social change of the 1960s, UMass Boston retains its commitment to upward mobility and social justice, serving the most diverse university student body in New England.

The Massachusetts legislature established UMass Boston in 1964 as a response to social upheaval, urban unrest and a rapidly increasing demand for higher education. Though it began humbly in rented buildings downtown, the campus today is located 175 acres on Columbia Point, a peninsula in Dorchester Bay a few miles from downtown Boston. The Harbor Campus, opened in 1974, has welcomed as its neighbors the John F. Kennedy Presidential Library and Museum, the Commonwealth Museum and Massachusetts State Archives, and the Edward M. Kennedy Institute for the United States Senate.

Today, UMass Boston remains true to its commitment to a vision of higher education, research, and community engagement as indispensable tools for forging a more democratic, inclusive, sustainable, and just Boston, commonwealth, and beyond. The university now serves a student body of 15,575 undergraduate and graduate students, the majority being students of color. The university's six colleges and schools offer more than 200 undergraduate and graduate programs. We serve a student body who hail from diverse local communities, out of state locations, and 117 countries. In an ever more interconnected, miniaturized, and fragile world, UMass Boston is more important than ever, as a university of and *For the Times*, no matter the times.

As we enter the second year of our ambitious strategic plan, *For the Times*, this self-study shows the progress the university has made in the areas of holistic student success, impactful research and scholarship, enriching our human core, reimagining campus space, and being for the city. Central to this progress is UMass Boston's commitment to becoming a leading public research university.

UMass Boston has seen significant leadership transformation since its last site visit. In July 2020, the UMass Board of Trustees appointed a new permanent chancellor for the university, Dr. Marcelo Suárez-Orozco, a renowned academic who most recently served as UCLA's Wasserman Dean of the Graduate School of Education and Information Studies. Even more recently, in November 2020, spurred by the retirement plans of the interim provost, the university concluded a national search for a permanent provost and vice chancellor of academic affairs. As a result of that search, Dr. Joseph Berger, former dean of the College of Education and Human Development at UMass Boston, was named provost in February 2021. With new, permanent leadership in place, the university has recharted its strategic plan for delivering on its promises as the singular public comprehensive research university in Boston and as the most diverse campus in the University of Massachusetts system.

UMass Boston's commitment to growing its research enterprise was made particularly clear in fiscal year 2024 with record-breaking levels of research funding and expenditures. The university reported $81.1 million in annual research funding in FY 2024, a growth of 35% over the past ten years. The university also reported $71.3 million in research expenditures. These levels will move the university into the R1 category on the 2025 Carnegie Classification of Institutions of Higher Education. Strategic investments in research support, administration, and infrastructure have been instrumental in this growth.

UMass Boston's waterfront location offers a unique advantage, which our new master plan fully leverages in pursuit of our mission. In spring 2024, the university unveiled a new quad, transforming the heart of campus from a concrete courtyard into a vibrant, five-and-a-half-acre green space that serves as a hub for student life. Over the next decade, we will continue to renovate and enhance physical spaces to support teaching, research, wellness, and community engagement, all while prioritizing sustainable site development, energy efficiency, renewable energy, and clean transportation. UMass Boston is also strengthening ties with the local community, contributing to Dorchester Bay City's development, expanding partnerships with employers and organizations to provide more experiential learning opportunities for students and broaden community access to our campus.

Four years after the COVID-19 pandemic, UMass Boston has consistently maintained stable enrollment numbers while exploring new pathways to ensure student success and improve outcomes for students in Boston and the Commonwealth of Massachusetts. UMass Boston has signed partnership agreements to streamline the pathway from community college to four-year college through a new Future Beacon Joint Admissions Program. The university has also partnered with Boston Public Schools to create a University Assisted Community School and offer immersive Early College programs, providing high school students with the opportunity to earn college credits for free, expediting their pathway to a degree.

It is with this overview that the university presents its report on its progress on its continuous goal to serve as a premier public urban research university in Boston.

Standard 1: Mission and Purposes

Prior to 1964, the University of Massachusetts at Amherst was the only public university in the Commonwealth and the university was unable to accommodate all qualified applicants. Recognizing the need to offer an affordable education in Boston, Massachusetts legislators voted to establish the University of Massachusetts, Boston. The original "Statement of Purpose" for UMass Boston declared:

Our mission is to develop in Boston a great public urban university, which will preserve and extend in the best tradition of the Western world the domain of knowledge and nurture intellectual freedom and integrity, and with the kind of program, service and leadership given rural communities over the past century by the land-grant universities....The urban university must stand with the city, must serve and lead where the battle is. That is what the University of Massachusetts at Boston must do.

In 1965, UMass Boston opened its doors to 1,227 undergraduate students with 200 faculty. UMass Boston is now the most diverse institution in New England and the third most diverse in the US: 66% of our students identify as Black, Indigenous, or people of color, 53% of new students are first generation. The access we offer to a world-class education brings students from near and far, as evidenced by a student body representing 136 countries.

Description

The mission of The University of Massachusetts is:

[t]o provide an affordable and accessible education of high quality and to conduct programs of research and public service that advance knowledge and improve the lives of the people of the Commonwealth, the nation, and the world.

The character and purpose of UMass Boston is further shaped by a campus-level mission statement. Periodic evaluation and evolution of this mission statement has occurred over the years, most recently in 2021-22 as part of the development of our new 10-year strategic plan. This process of evolution ensures the continued relevance of the mission, and allows the mission to guide the development of strategic plan, and campus master plan and associated long-range planning and resource allocation decisions (e.g., the university's new Beacon Budget Model that aims to help meet our core mission through better alignment of resources with student success, high-impact research, and community-engaged service).

The 2021-22 review was carried out by a mission and vision committee, composed of students, faculty, and staff, utilizing many inputs – including open meetings, office hours, and social media – and an iterative inquiry-based approach. This committee was part of an overall comprehensive strategic planning process that included 10 committees (i.e., Student Success, Academic Programs, Educational Effectiveness, Faculty Support and Development, Research and Grand Scholarly Challenges, Strategic Enrollment, Student Life, Services and Responsiveness, Community Engagement) - involving hundreds of faculty members, staff, and students.

The mission and vision committee purposefully worked at an accelerated pace compared to its peer committees in order to inform the work of the other committees that appropriately drew from the mission and vision. The committee released an initial draft statement for community feedback in February of 2022. The feedback included discussions from an open meeting, letters from members of the community, and local as well as national news and opinion pieces. Using this feedback, a final committee report and version of the mission statement was developed and integrated into the broader strategic plan in late spring of 2022. The result of this effort was a completed 10-year strategic plan, *For the Times*, that was released in fall of 2022 and headlined by the updated mission statement.

This plan was presented to and accepted by the UMass Board of Trustees in December of 2022. The mission statement as presented in the plan reads:

The University of Massachusetts Boston is an academic community dedicated to pursuing locally rooted and globally engaged research, teaching, and learning at the highest level of scholarly excellence. Firmly rooted in the city of Boston, we are committed to truth-seeking and service in the quest for social justice.

Our expansive scholarly and creative contributions are directed at advancing knowledge in partnership with the communities we serve, especially the historically marginalized. We honor and uplift the cultural wealth and well-being of our students, faculty, and staff to sustain a vibrant and just campus community.

This mission serves as the basis for the university's five identified strategic plan priorities:

1. Holistic Student Success
2. Impactful Research and Scholarship
3. For the City
4. Enriching the Human Core
5. Reimagining Campus Space

Together our mission and strategic priorities define the dimensions of our educational, scholarly, service efforts, including research, community outreach, and public service.

Appraisal

Our founding campus mission statement boldly declared that "the urban university must stand with the city, must serve and lead where the battle is." Serving the most essential needs of society is our institutional foundation. This base continues to be strong, but the 2021-22 review of our mission showed that the present times demand more of UMass Boston.

In August of 2020, Chancellor Marcelo Suárez-Orozco summarized the existential dangers to our society stating:

"...we face grave threats–from a ravaging pandemic, particularly devastating to communities of color, to unchecked climate change extracting untold suffering in the world's poorest regions, to the structural racialization of inequality and the intergenerational persistence of anti-Blackness, to xenophobia and exclusionary anti-immigrant policies."

These existential dangers require a public, urban research university that produces future leaders, skilled workers, engaged citizens, vibrant partner communities, inclusive social and economic mobility, and relevant scholarship. Through our mission review process, it became clear that we intended to reaffirm our commitment ensuring UMass Boston stands as a beacon research institution – and one that posits inclusivity as a centerpiece for leading discovery and advancing knowledge and tackles unprecedented global challenges with impactful research directed at solutions that serve the public good.

The mission statement highlights the essential features of the university – it is public and is committed to promoting the well-being of the Commonwealth and its citizens. It is committed to urban and global engagement.

Our mission drives UMass Boston to not just serve, but to partner with an increasingly diverse student body – notably including the historically marginalized – to yield a public good that is central to the health of our democracy, society, and planet. We are a research university with a teaching soul, a public mission and a local and global community-engaged service commitment. We espouse an ethos of teaching and learning that is devoted to creating knowledge through advanced research while remaining deeply committed to teaching and student success.

These aspects of our current mission trace back to our founding. Our purpose is widely understood and provides clear direction to our curriculum and all of our key objectives.

For example, the institution has prioritized a new partnership between Boston Public Schools (BPS) and and UMass Boston will transform Ruth Batson Academy (formerly BCLA/McCormack School into the city's first university-assisted community school. This initiative will give high school students direct access to college coursework and resources, while partnering educators from both institutions, and creating a seamless pathway into UMass Boston for BPS graduates. This effort is rooted in our focus on holistic student success. It will yield impactful research collaborations, improving both the schools and our programs. Given the number of UMB graduates that remain in the Commonwealth, it will expand the city's talent pool enriching our human core by invigorating new institutional cooperation efforts, and it will necessitate reimagining campus space so the physical boundaries between the high school and collegiate settings are more fluid.

Core objectives such as student success, scholarship, and community engagement cascade from our mission through our strategic plan and down into division and college strategic plans as well as employee goals. As an example, the Impactful Research and Scholarship priority in our strategic plan is focused on strengthening our research enterprise. It aims to strengthen the alignment between faculty and Office of Research and Sponsored Programs

to improve our success in obtaining external research support. Over the past three years we have had our highest-ever levels of research awards, topping $80 million in FY24 (up from $50 million in FY19). This priority aims to build on this success to the benefit of our students and the community.

Progress on strategic priorities - which flow from the mission – are regularly evaluated. Such evaluation has identified great progress over the strategic plan's first two years, deepening our commitment to the fulfillment of the mission.

UMass Boston is a diverse community, and there was feedback during and after the broad, deep, and inclusive process that generated mission and vision statements as part of the new strategic plan that more emphatically highlighted the university's commitment the principles such as social justice, appreciation of cultural wealth, and wellbeing. While some community members have questioned the essentialness of these foci to the purpose of a university, the broader campus community has vigorously embraced this emphasis. We recognize that further dialogue continues as part of a healthy diverse academic that is passionate and engaged in the important work of a public research university.

Projection

Throughout our history our institution and its mission have evolved to better serve the citizens of the commonwealth. Over the last twenty years we have developed as a research university to provide our students with the opportunity to study and learn at the highest level. Now we need to ensure that all our students are successful in achieving their potential, free from the encumbrances that historical societal issues have thrown as barriers in their path.

We also must strengthen our public good commitment via community-engaged faculty, development of viable community partnerships, and increasing student participation in community-university engagement. Additionally, we see a role for UMass Boston in the national and international, calling for additional strategy work to drive campus global engagement. Our present mission statement and its new focuses represent our best efforts to address this student success challenge, public good commitment, and global engagement role, which are mutually reinforcing.

Given the early stage of our strategic plan and mission implementation, we are continuing to enhance our processes and mechanisms to measure progress and to adapt efforts for the future. As we have throughout our history, we will continue to review and refine our mission and strategic plan as new information, perspectives, and challenges present themselves on our campus. Additionally, efforts to advance understanding of the mission's newest components which, as noted, are deeply rooted in our founding purposes, will be reviewed and refined as we continue to move further into the implementation of our strategic plan.

Standard 2: Planning and Evaluation

The intervening years since our midterm review have been marked by transformative efforts to further strengthen our campus's culture of long-range planning and evaluation. We embraced the opportunity to collectively re-envision our campus and reaffirm our dedication to our core mission. This inclusive process has brought together diverse voices from across our community, resulting in our comprehensive ten-year strategic plan, *For the Times*. This plan builds upon our past achievements and charts an ambitious course for our future, reflecting our shared commitment to excellence, innovation, and student success. The strategic plan also informs our campus master along with all subsequent and ongoing priorities, activities, and evaluation.

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Description

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Planning

Planning is guided by the *For the Times* campus-wide strategic plan and implemented through a coordinated and aligned approach across the breadth and depth of university activity. Planning is guided at the highest level by the policies of the Board of Trustees under the leadership of the Chancellor who works closely with the campus leadership team. Each division and major academic unit engages in their own planning, guided by the campus strategic plan, and coordinated through the campus' Senior Leadership team. Each college and school has also developed their own unit-wide strategic plan; each of these plans were developed through consultative processes after completion of the campus master plan so that these embedded plans would be directly informed by and aligned with campus priorities.

Strategic Plan: In the Fall of 2021, we embarked on an ambitious and inclusive strategic planning process. With approximately 240 faculty, staff, and students drawn from across the campus, a microcosm of our community, the strategic planning committees focused on the mission and vision, student success, academic programs, educational effectiveness, faculty support and development, research and scholarly challenges, strategic enrollment, campus life, services and responsiveness, community engagement, and campus master planning. Each committee undertook a rigorous process of exploration and analysis: they collected and analyzed data, conducted SWOT analyses where appropriate, and investigated best practices from peer institutions. Crucially, they also gathered input and feedback from the broader community, ensuring that voices from all corners of the campus were heard and considered. This inclusive process ensured that the resulting plan was truly a product of the entire UMass Boston community, reflecting its values, aspirations, and commitment to excellence.

To ensure integration with other key initiatives, the strategic planning process was closely coordinated with the Beacon Budget Model Steering Committee. Reflecting our commitment to holistic planning, this coordination ensured that the emerging strategic plan was aligned with other critical university priorities.

For the Times is a bold vision for UMass Boston's future, structured around five strategic priorities and four cross-cutting commitments, each carefully chosen to advance the

university's mission and position it for success in a rapidly changing higher education landscape. The five strategic priorities - Holistic Student Success, Impactful Research and Scholarship, For the City, Enriching Our Human Core, and Reimagining Campus Space - reflect a comprehensive approach to university development, encompassing a direct focus on student outcomes to research impact, community engagement, and physical infrastructure. The four complementary cross-cutting commitments serve as guiding principles, infusing every aspect of the university's work and ensuring that we remain true to our values and mission: Teaching, Research, and Service Mission; Antiracist and Health-Promoting Culture; Community Collaboration; and Operational Excellence.

We continue to advance and monitor the strategic plan while holding regular campus-wide update events (at least one each semester) and updating progress on our website.

Campus Master Plan: The UMass Boston Campus Master Plan Update, a data-informed comprehensive analysis of the 120-acre waterfront Columbia Point campus, provides a framework to support the university's population, strategic plan, and Energy and Carbon Master Plan. The plan quantifies the institution's capital needs projected over ten years based on existing facility conditions, space utilization, program and enrollment projections, research growth, and sustainability commitments. Through a combination of renovations, new development, and creative partnerships, the plan's recommendations prioritize facilities that embrace diversity and inclusion, foster a health promoting environment, support community-university reciprocal engagement, and create a sustainable and resilient campus.

A space needs assessment of approximately 1.05 million net square feet of academic, research, workplace, student and support space was conducted and helped to quantify space deficits and enabled data-informed decisions. Based on significant deficiencies in student space and learning environments, the campus plan focused on creating an equitable student experience through a combination of renovation and efficient utilization of existing space, new construction, and creative partnerships.

The UMass Boston Campus Master Plan is a long-range vision that adapts best practices to the unique campus environment, leverages significant existing assets, creates opportunities for future growth, and is bold yet realistic. The plan supports the strategic plan's commitments to research, service, teaching and learning, community engagement, and socially just inclusion through the allocation of space, the prioritization of projects, and the integration of the campus with surrounding neighbors and the waterfront context. The plan provides a coherent vision that will allow the university to react to challenges and respond to opportunities in the near and long term.

The planning principles informed the plan recommendations and priorities and will serve as a benchmark against which future decisions are evaluated. The principles are:

1. Create a welcoming, inclusive, and health-promoting UMass Boston campus.
2. Invest in a high-quality and inclusive learning environment that supports the university's core values.

3. Create a physical campus that supports community-university reciprocal engagement.
4. Leverage assets and resources to support a sustainable, resilient, and nimble campus.

The plan provides opportunities for new development and partnerships but prioritizes renovation of the six original Heritage buildings to ensure equitable student experiences across all disciplines. Improved gateways, campus connectivity, open space, water access, and activation of the new quad with transparent and active student space will create a more welcoming and inclusive campus.

Facilities Planning: Multiple policies and processes guide facilities planning and physical space management at UMass Boston. The 2023 UMass Boston Campus Master Plan guides mid- to long-range goals of expanding or renewing the campus', physical assets. Shorter term space needs are managed through a disciplined process supported by a "Space Working Group" and a "Space Committee." The Space Working Group receives, reviews and vets space change requests in preparation for submission to the Space Committee with a recommendation to approve, reject or complete more work on the request.

Facilities' daily operations and research support are achieved through preventive maintenance of all mechanical, electrical, plumbing, fire protection, and fire alarm systems by internal Facilities employees and trades and contracted outside services. Custodial services are provided through a third-party contract.

Environmental Health and Safety: The Office of Environmental Health and Safety (OEHS) has the overall responsibility and authority to develop policies, programs, and procedures to maintain a healthy and safe campus environment for all faculty, staff, and students. Its experienced professional staff operates as a coordinated team, working to enhance and support the university's educational and research objectives. OEHS also works closely with our partners in Emergency Management and Facilities.

To advance and support the university's teaching, learning and research activities, all EHS initiatives are built upon best practices, which include applicable federal and state regulation, nationally recognized codes and established professional practices. Program areas include environmental regulatory compliance, hazardous materials management, laboratory and chemical health and safety, fire and life safety, worker protection and industrial hygiene, and training.

The unique location of the UMass Boston campus poses several challenges when it comes to environmental permitting for projects in and around campus. UMass Boston is built on a former municipal landfill surrounded by water. Depending on the exact location that something is happening on campus it could be subject to a variety of regulations from EPA, MEPA, DEP, Boston Conservation Commission, Army Corp of Engineers or others. As soon as we released our original campus master plan, we began planning our strategy for permitting. We were able to make agreements with regulators on frameworks that would allow us to move projects forward in an expedited manner. All phase 1 master plan projects moved

through the permitting process quickly. Now that we have updated the campus master plan, we need to amend our plans with the regulators so that we can continue to expedite projects moving forward.

Emergency Response: The Office of Emergency Management at UMass Boston works to prepare the campus through use of enterprise risk management and emergency planning efforts to ensure that risks and hazards are mitigated, preparedness efforts undertaken, and plans are in place. Planning ahead of time for campus emergencies allows us to respond effectively, minimizing the loss of life and property damage; and to ensure that business continuity and system recovery plans are in place, ensuring return of systems and business activities following a disruption. The Office of Emergency Management provides oversight, coordination, and leadership for the promotion of Emergency Management and Business Continuity activities that reduce or eliminate risk to people, property, the environment, and university reputation from incidents or events and their effects.

All initiatives out of the Office of Emergency Management are built upon best practices. Program areas include emergency planning / preparedness, incident support and documentation, risk management, business continuity, and insurance. Another critical role of the Office of Emergency Management is After Action Reporting, or documenting strengths and lessons learned from an incident or event. These reports are critical to ensure that we are constantly improving our campus response.

Financial and Budget Planning: The UMass Board of Trustees oversees approval of annual operating budgets, long-term financial planning, and large capital budget expenditures. In the context of the annual budgets, the Board of Trustees approves the campus operating budget each spring for the fiscal year beginning July 1. As part of that process, the board sets tuition rates for resident and non-resident students, both undergraduate and graduate. In the fall of each year the board reviews the 5-year forecast for each campus. Every other fall, unless changes are required, the board approves the capital expenditures of each campus that are greater than $10 million.

Simultaneously, while developing the campus strategic plan, the university has also begun a multi-year process of financial planning that shifts the campus from a historical, incremental, and centralized budget process to the new Beacon Budget Model (BBM). This model is a hybrid form of Activity-Based Budgeting (ABB) for UMass Boston that is designed to distribute revenues and budget authority from instructional and research activities, which are then allocated directly to the unit responsible for the activity. This change will better align resources and expenses to where they occur, thus shifting the focus from budgeting year to year for expenses to a more holistic, all-funds, and multi-year view. The model in development provides incentives to resource areas to be entrepreneurial and efficient, maximizing the resources available to support outcomes such as student success, research opportunities, and fiscal stability. Development of such budget practices is linked to the chancellor's 10-year strategic plan in the form of striving for holistic student success and operational excellence.

Under this model, the university will distribute revenues to schools and colleges using ABB principles, which means these funds are not distributed at the departmental level, but rather, each dean determines how to allocate funds within their school or college. Thus, BBM provides improved transparency and predictability around the budgeting process. Subsidies are deliberate rather than historical or accidental, and they can be better forecasted and strategically managed.

The Beacon Budget Model is:

- A budget tool designed to provide more transparency and predictability in managing and allocating revenue and expenses year-over-year.
- Driven by guiding principles developed in consultation with UMass Boston deans, faculty, and staff.
- Designed to better support the achievement of the university's strategic goals, in particular, meeting our core mission requirements of teaching, research, and service.
- A data-informed model that helps systematically advance institutional priorities.
- Built to incentivize the innovation, new initiatives, and growth that are needed to advance the instructional, research, and community engagement needs of our students, faculty, staff, and community partners.
- A tool that enables greater local decision-making and accountability in setting unit-level priorities and understanding costs and benefits of planning that is balanced by central coordination and oversight.
- A process that retains opportunities to plan collectively and invest in priorities that enhance.

BBM is guided by the following principles:

- Support UMass Boston's values-driven mission by strategically aligning resources with student success, high-impact research, and community-engaged service.
- Leverage action-oriented allocation rules and give leadership the flexibility to address unit-level performance in funding decisions, while supporting diversity across academic disciplines and administrative units.
- Ensure processes and corresponding allocation rules are data-informed, clear, and sustainable to systemically advance institutional priorities.
- Facilitate increased shared authority by encouraging autonomy and flexibility with transparent multi-directional accountability.

Academic Planning: Led by the provost as the chief academic officer, academic planning is conducted through shared governance. Key planning and evaluation activities are guided by the Academic Council (more fully described in Standard 3 - Organization and Governance). Given that academic planning is at the core of the institution's mission, significant effort has focused on improving academic planning. The key structural vehicle for advancing academic planning is the Academic Quality Assessment and Development (AQUAD) process that has served as a critical tool for enhancing student success and ensuring continuous improvement across all departments and colleges. While meeting the required evaluation standards,

UMass Boston has leveraged this process to create a systematic cycle of review, innovation, and refinement in its academic offerings.

Central to each AQUAD review is a focus on student learning outcomes and their real-world impact. This emphasis has catalyzed significant curriculum improvements tailored to evolving student needs and societal demands.

The strategic plan and AQUAD processes inform other planning initiatives. For example, in October 2022, UMass Boston launched an ambitious initiative to reshape its faculty hiring process, closely aligned with *For the Times*. This approach aims to build faculty ranks strategically, enhancing departments and positioning academic units for future success. Designed as a rolling three-year plan updated annually, the process emphasizes transparency and consultation, with an initial goal of 25 new faculty searches per year.

The hiring process is guided by several key principles that reflect UMass Boston's values and aspirations. At its core is a commitment to inclusive excellence, recognizing that true academic excellence is achieved through proactive approaches to equity and diversity. The plan emphasizes alignment with campus-wide priorities, ensuring that new faculty hires contribute directly to the university's overarching goals. A strong focus on student success underpins the strategy, reflecting UMass Boston's commitment to holistic and equitable student outcomes. The university seeks to recruit world-class scholars who can contribute to its grand scholarly challenges and engage in transdisciplinary and community-engaged research. Importantly, the plan also recognizes the need for sustained success, emphasizing not just recruitment but also robust mentoring and support mechanisms for new faculty.

The hiring process follows a clear timeline designed to facilitate thoughtful planning and decision-making. In early March, deans submit prioritized requests to the Provost's Office. The provost then holds consultative meetings with deans and faculty committees before finalizing allocation decisions in mid-April. This structured approach ensures ample time for departments to prepare for the upcoming hiring season.

Evaluation
Evaluation is incorporated into all of UMass Boston's planning efforts as the basis for informing ongoing plans and assessing progress on the outputs, outcomes, and impact of our decisions and the advancement of the strategic plan. Evaluation includes a data strategy that facilitates and improves our ability to ascertain the effectiveness of the important investments while simultaneously improving future decision-making. We have developed a comprehensive tracker to track and monitor all activities within each of the five strategic priorities embedded in the strategic plan. As with planning, the evaluation principles of the *For the Times* strategic plan are being applied to all efforts including the evaluation of academic programs, research activities, and learning outcomes. Using both quantitative and qualitative indicators, we evaluate our progress by applying this strategy to a variety of key performance indicators, for example:

- Review of retention and graduation rates;
- Analysis of DFWI rates;
- Admissions and enrollment numbers;
- Tracking the employment and salaries of alumni;
- Using surveys such as the National Assessment of Collegiate Campus Climates;
- Analysis of research productivity including the return on investment of start-up packages and internal grants along with quarterly and annual evaluations of our research awards and expenditures.

We have greatly enhanced our evaluation efforts over the last three years by restructuring our Office of Institutional Research, Assessment and Planning with a significantly greater emphasis on assessment and planning. In addition to building the size and capacity of our team, we have incorporated a new approach to managing data that includes new student success, enrollment and admissions dashboards along with a new Advising Case Management (ACM) system that provides more forms of actionable data that increasingly inform our understanding of students' academic experiences, challenges, and successes.

Appraisal

Planning

Since the launch of *For the Times* in fall 2022, we have made significant progress across our strategic priorities, while also identifying areas for improvement in our planning and evaluation processes.

1. Holistic Student Success: We have implemented several initiatives aimed at improving retention, graduation, and career success rates. Beginning in fall 2022, new sessions and tuition structure for fall and spring terms were launched, streamlining the academic calendar and financial processes. Summer course pricing was updated and implemented in summer 2023, making continuing education more accessible. We engaged in a comprehensive reorganization of advising across the entire campus and also expanded the use of student engagement platforms to support student interventions and outreach. While these initiatives show promise, we will be launching a systematic assessment of our student support strategies.
2. Impactful Research and Scholarship: We have restructured the grant and research support infrastructure across campus. The implementation of our Grand Scholarly Challenges has fostered increased interdisciplinary collaboration. However, we recognize the need for more robust mechanisms to track and evaluate the impact of our research initiatives.
3. For the City: We have expanded our community engagement efforts and strengthened partnerships with the city of Boston. Our Community and Executive Education office, in partnership with the respective leadership from our colleges and schools, is working to enhance our program and credential offerings. However, we identified a need for more systematic assessment of the impact of these partnerships on both our students and the community.
4. Enriching Our Human Core: We have made significant strides in enhancing

our organizational structure and operational efficiency. The implementation of recommendations from the external IT review is underway, with a new IT governance structure in place, and multiple policy improvements designed to drive operational and financial efficiencies. We also completed a comprehensive academic reorganization in fall 2023. The hiring of Community Resource Officers (CROs) is one of many initiatives focused on enhancing campus safety and community relationships. While these changes have improved efficiency, we recognize the need for ongoing evaluation of their effectiveness and impact on faculty and staff satisfaction.

5. Reimagining Campus Space: An updated Campus Master Plan was completed in june 2023 and released on September 28, 2023. The SDQD (Science Demolition, Quad Development) project has reached completion. Numerous deferred maintenance and campus improvement projects are underway or completed, including retro-commissioning of building systems, critical repairs, and renovations to spaces. While we have made progress, we have identified a need for more frequent assessment of how our physical space supports our strategic goals.

The implementation of *For the Times* is designed to be dynamic and responsive, ensuring that the plan remains relevant and effective in the face of changing circumstances. UMass Boston is taking steps to embed the strategic priorities and cross-cutting commitments into its existing structures, influencing day-to-day decision-making across all levels of the university. The cohesive institutional vision is reflected in the strategic plans developed by our colleges and schools. Each college has tailored its objectives to support the university's core priorities of holistic student success, impactful research and scholarship, community engagement, and operational excellence. Common themes across the plans include enhancing student engagement and retention, promoting diversity and inclusion, expanding research capabilities and impact, strengthening community partnerships, and fostering interdisciplinary collaboration. The colleges uniformly ground their missions in preparing students for success in a rapidly changing world, conducting research that addresses pressing societal challenges, and leveraging UMass Boston's unique position as a public urban research university to serve the city of Boston and beyond. These aligned strategies collectively reinforce UMass Boston's mission to pursue locally rooted and globally engaged research, teaching, and learning at the highest level of scholarly excellence, while advancing social justice and community well-being.

Regular updates on progress on the strategic plan are provided through Cabinet Policy Committee meetings, ensuring ongoing attention to strategic priorities. The university is developing meaningful metrics and benchmarks for success, along with transparent dashboards to monitor the plan's implementation. This data-informed approach allows for regular assessment of progress and helps identify areas where adjustments may be needed. Financial planning for strategic initiatives is underway, with one-time funding for FY24 initiatives identified and implemented. The Beacon Budget Model is being implemented to increase transparency and strategic allocation of funds.

UMass Boston remains committed to ongoing engagement with community stakeholders, both internal and external. Regular progress updates and opportunities for feedback ensure

that the plan remains aligned with the needs and aspirations of the broader UMass Boston community. As the university moves forward, there is a recognition that flexibility is key. The plan is designed to be adaptable, with the expectation of regular review and adjustment as implementation progresses. This approach allows UMass Boston to respond to new challenges and opportunities while staying true to its core mission and values. Through this comprehensive and thoughtful approach to implementation, UMass Boston is working to ensure that *For the Times* is not just a document, but a vital force that will shape the university's future for years to come.

Campus Master Planning: We continue prioritize the completion of the current campus master plan initiatives and alignment of our physical space with our new strategic plan to ensure state-of-the-art teaching, learning, research, sports and recreation, and co-curricular spaces on campus. We will continue to complete ongoing major campus projects and continue to renovate, upgrade and tailor physical spaces to support teaching, learning, well-being, health promotion, research, and community engagement.

Facilities Planning: A new annual process to "call for" space change projects has been created and implemented in FY24. This process prioritizes campus needs and recommends which projects move forward and will receive funding support from the annual Capital Plan. Deferred maintenance of campus assets is planned in five-year views with support from the UMass President's Office and financial support from the Division of Capital Asset Maintenance and Management (DCAMM).

Environmental Health and Safety and Emergency Response: The Office of Environmental Health and Safety (OEHS) played a key role in coordinating our response to the COVID-19 pandemic. The university has also made significant changes to its emergency notification systems. The Office of Emergency Management has developed and deployed a multi-platform emergency notification system, called UMass Boston Alerts, to inform constituents of safety threats and weather events that might impact the campus community and operations. This multi-platform system can send automated alert messages to all campus email accounts, send pop-up messages to every campus computer and television, to official university website and social media accounts, activate an external audible public address system, and send text messages to and call cell phones of people who are registered in the UMass Boston system. The alert system automatically pulls cell phone information and is set up as opt out for employees and students.

Financial and Budget Planning: Financial planning has gone through a number of shifts as the campus eliminated a $30 million structural deficit that had accumulated in 2017 weathered the challenges of the COVID-19 pandemic, and has found stable financial footing, meeting or exceeding a 2% positive operating margin each of the last three years. That is not to say that challenges do not remain, given the delays in the Dorchester Bay City development, rising inflation, and the looming demographic decline. Yet, the solid financial plans and planning that are in place provide a strong platform for maintaining our solid financial position. In fact, our current five-year forecast indicates that we will be able to continue to maintain our positive operating margin.

Academic Planning: As noted above, each AQUAD review focuses on student learning outcomes and their real-world impact. This emphasis has catalyzed significant curriculum improvements tailored to evolving student needs and societal demands. The process also identified areas for improvement. A common theme was the need for more consistent assessment practices across departments. For example, the 2022-23 review of the Asian Studies Department recommended developing a clear process for systematically and regularly assessing student outcomes. Interdisciplinary collaboration was frequently encouraged. The 2021-22 review of the Philosophy Department recommended working with other units to develop courses in Bioethics and other interdisciplinary offerings. Resource constraints were consistently identified as challenges, particularly for growing programs. The Biology Department, for instance, saw a 53% increase in majors from 2016 to 2021, leading to recommendations for enhanced student support resources.

Throughout the period, UMass Boston continued to use AQUAD findings to inform strategic planning and resource allocation. The process helped identify innovative programs, such as the online master's in Applied Linguistics and the Archives track in the History graduate program, demonstrating the university's commitment to adapting to evolving student needs and educational landscapes. This ongoing process of evaluation and improvement demonstrates UMass Boston's dedication to maintaining high academic standards while responding to changing educational needs and challenges.

Furthermore, the implementation of a Multi-Year Faculty Hiring Plan has demonstrated both its potential and inherent challenges. On the positive side, it fostered greater transparency in asserting hiring priorities and encouraged stronger alignment with the university's strategic plan and grand scholarly challenges. The consultative nature of the process promoted collaboration across academic units, fostering a sense of shared purpose. However, the process also revealed challenges. The number of positions requested - 120 over three years - significantly exceeded the planned capacity of 75, necessitating difficult prioritization decisions. Balancing multiple factors in decision-making proved complex, requiring careful consideration of strategic alignment, growth areas, urgency of need, and potential synergies.

The first round of hiring resulted in 26 new faculty and the second round resulted in 29. These positions span all colleges and schools, reflecting a broad range of disciplinary needs and strategic priorities. Looking ahead, we plan to refine the multi-year faculty hiring process by developing strategies for interdisciplinary cluster hires and implementing robust onboarding and mentoring programs for new faculty. The university also aims to establish a formal review process for the hiring plan's effectiveness and explore ways to increase funding for faculty positions. UMass Boston's multi-year faculty hiring plan represents a thoughtful, strategic approach to building its academic core strength. By aligning hiring decisions with broader institutional goals and emphasizing transparency and collaboration, the university aims to bolster its academic programs, enhance research capabilities, and better serve its diverse student body. As the plan continues to evolve, ongoing assessment and refinement will be crucial to its long-term success and impact on the university's mission.

Evaluation

In the short term, our evaluation and data strategy continue to be comprehensive with a particular focus on informing initiatives aimed at improving our retention rate. By analyzing factors that contribute to student success and identifying early warning signs of potential challenges, we can develop targeted interventions to support students throughout their academic journey.

Looking ahead, our long-term strategy aims to make actionable data widely accessible to the entire campus community. This democratization of data will empower faculty, staff, and administrators at all levels to make informed decisions within their areas of responsibility. To achieve this, we are:

1. Developing user-friendly dashboards and self-service analytics tools.
2. Initiating a comprehensive data literacy program for faculty and staff.
3. Establishing clear data governance policies to ensure data security and privacy.
4. Creating a culture of data-informed decision making through regular training and support.

By making data more accessible and actionable, we aim to foster a culture of continuous improvement across all areas of the university. This approach will not only support our strategic goals but also enhance our ability to adapt to the evolving needs of our students and the broader higher educational landscape. As we move forward, our data strategy will continue to evolve, ensuring that UMass Boston remains at the forefront of data-informed innovation in higher education. Through this commitment to leveraging data effectively, we are well-positioned to advance the strategic priorities and to continue our mission of providing transformative education to our diverse student body.

Projections

While we have made great progress with our planning and evaluation efforts, we are working actively to improve the quality, usability, and accessibility of our data to inform all planning efforts. Key priorities going forward include:

- Continuing to monitor and implement the ambitious *For the Times* strategic plan. We are only 2.5 years into a ten-year plan, and much planning and activity remains to realize our important ambitions.
- Increasingly focusing on relying not just on snapshots of key indicators such as retention and graduation rates, sponsored research activity, and financial resources, but also on trends analysis that help us know where we are currently in terms of planning and progress, while forecasting future scenarios and progress with confidence.
- Making better progress in terms of student success, including improving the first-year experience, reducing DFWI rates, improving retention and improving graduation rates.
- Continuing to implement the Campus Master Plan and improve our physical plant.

- Focusing more clearly on student learning outcomes through the activity of the recently launched University Assessment Council.
- Improving the use of the AQUAD and accreditation reviews to more directly inform the data-informed improvement of academic programs and units.
- Better leveraging the data from our Kuali grant management system to develop dashboards and improved planning and evaluation as we continue on a trajectory of success in this area.
- Continuing to build our data capacity with new dashboards focused on academic progress of students, course scheduling, and expanded data on alumni outcomes.

Standard 3: Organization and Governance

The University of Massachusetts Boston operates in a system of shared governance described in the "University of Massachusetts Board of Trustees Statement of University Governance," Board of Trustees Policy T73-098, also known as the "Wellman Document." The Wellman Document details decision-making and/or consultative rights and responsibilities for key constituents in this shared governance model. These constituents include the UMass system president, the UMass Boston chancellor, the chair of the campus Faculty Council, and the leaders of the undergraduate and graduate student governments. The participants in the university's shared governance model represent multiple perspectives and diverse stakeholders.

Description

External Organization and Governance
The UMass system's Board of Trustees holds "all authority, responsibility, rights, privileges, powers and duties of organization and government of the University of Massachusetts as provided in Chapter 75 of the General Laws of the Commonwealth" but has formally adopted a "principle of joint effort" in governing the university. (Wellman Document, Section I.A(1)-(2)). The board appoints the president of the UMass system, to whom the campus chancellors report and who serves as the "principal academic and executive officer of the University" (Wellman Document, Section II.B), exercising executive authority over all campuses of the university: the University of Massachusetts Boston, the University of Massachusetts Amherst, the University of Massachusetts Dartmouth, the University of Massachusetts Lowell, and the UMass Chan Medical School. The board is endowed with broad responsibility to approve campus budgets and ensure that the campuses exercise appropriate stewardship of their assets; to oversee the long-range and design plans of each campus; and to consider all policies relating to the university's relations to government at all levels and to "other segments of higher education." (Wellman Document, Section II.A(6)). The board monitors the academic and financial performance of the campuses through several standing committees, cyclical assessments, and routine reporting and analyses.

The university system, in turn, falls under the broad authority of the Massachusetts Board of Higher Education (BHE), which acts under the authority of the Commonwealth to oversee all higher educational institutions, including community colleges.

Per the General Laws of the Commonwealth of Massachusetts, the UMass Board of Trustees comprises a diverse group of members from multiple regions of the Commonwealth, with representation of alumni and students from each UMass campus as well as labor union representation. No more than one-third of the trustees may be principally employed by the Commonwealth, and the Board chair may not be a full-time state employee. (Mass. Gen. Laws, Ch. 75, § 1A).

The Board of Trustees and the UMass system president have distinct but complementary roles. The board establishes broad policies, oversees the setting of tuition and fees, and

appoints and evaluates campus chancellors in consultation with the system president. The president, as the chief executive officer of the UMass System, provides vision and strategic direction for the entire system. President Martin Meehan assumed the presidency in 2015 after serving as the chancellor of UMass Lowell for several years.

Internal Organization and Governance

Administrative Leadership. The campus has undergone several executive leadership changes since 2015, but leadership has been consistent since 2020, when Dr. Marcelo Suárez-Orozco was appointed as chancellor. Internally, Chancellor Suárez-Orozco is the "chief academic and executive officer of the campus….exercis[ing] executive authority over the campus subject to the direction of the President." (Wellman Document, Section II.C(1)) The chancellor is advised by his cabinet, which comprises the provost and all other campus vice chancellors; the cabinet convenes for regular weekly meetings. In addition, the chancellor is advised by his senior leadership team (SLT). The SLT includes cabinet members, as well as all academic deans and other designated academic and administrative campus leaders.

In addition to the transition at the chancellor level, UMass Boston also has experienced leadership changes in virtually all key administrative areas since 2015. The longest serving cabinet member was appointed in 2017, while the newly constituted role of vice chancellor for inclusive excellence and belonging was filled in July 2024. The elevation of the latter role, which serves as the university's chief diversity officer, was a component of the university's broader strategic initiative to invest in its human capital and advance the goals of the *For the Times* strategic plan. The same is true of the university ombudsperson role and the position of special assistant to the chancellor for Black life, both SLT positions that were newly created in 2023 and 2020, respectively. This reconstitution of the campus leadership team has been indicated and supported by several department-level organizational reviews designed to enhance the efficiency and efficacy of the university's administrative procedures. Campus leadership decisions also are informed by regularly scheduled town hall-style meetings open to the entire university community.

While the chancellor serves as the university's chief executive officer, Provost and Vice Chancellor for Academic Affairs Joseph Berger is UMass Boston's chief academic officer. Provost Berger was appointed in 2021, after serving for 3.5 years as the dean of the UMass Boston College of Education and Human Development. Provost Berger is charged with ensuring the overall quality of the university's faculty by, among other things, overseeing faculty hiring and performance assessment processes. The latter responsibility includes providing oversight for the Annual Faculty Report, the fourth-year review, the tenure review, post-tenure review, and promotion processes for both tenure-stream and non-tenure-track faculty. Similarly, the provost is responsible for the overall quality of all university academic programming, regardless of the modality and/or location of instructional delivery. He oversees both the Academic Quality Assessment and Development (AQUAD) process for programs and departments and the design and implementation of the Academic Master Plan, meant to align new program development strategically with campus priorities and resources.

Academic Leadership. UMass Boston has seven decanal-level academic schools and colleges: the College of Education and Human Development (CEHD), the College of Liberal Arts (CLA), the College of Management (CM), the College of Science and Mathematics (CSM), the Manning College of Nursing and Health Sciences (MCNHS) and the School for the Environment (SFE), as well as the Honors College, which comprises students from the other six academic schools and colleges. The deans of these seven divisions, as well as the dean of university libraries, report directly to the provost. Mirroring the transition that has occurred in the campus administrative leadership, each of these deans were appointed relatively recently, between 2022 and 2024. Provost Berger also convenes an Academic Council comprised of the deans, including the Dean of the Library, along with the Vice Provost, two Associate Provosts, the Associate Provost for Assessment and Planning, Vice Provost for SEAS, Vice Provost for Research, Dean of Faculty, Associate Vice Provost for Graduate Studies, Registrar, Assistant Provost for Community and Executive Education, Director of Grand Scholarly Initiatives, Assistant Vice Chancellor for Academic Affairs, and Assistant Vice Chancellor for Academic Administration and Financial Services.

Faculty Governance. Both the chancellor and the provost have clearly defined means to solicit input and seek counsel from faculty, staff, and students, thus ensuring the university's commitment to shared governance. The Wellman Document grants to the UMass Boston faculty "primary responsibility" for initiating recommendations on academic matters and faculty status, in accordance with the procedures set forth in the policy. This authority is exercised university-wide by the Faculty Council in matters such as: ensuring the effective coordination of actions taken by the governance units of the individual colleges or schools as they affect the university as a whole; general education; graduate programs (while the colleges and schools retain jurisdiction over their undergraduate programs); reviewing and making recommendations regarding policies relating to admissions, instructional goals, and the library; various budget and facilities issues; and planning and development of the campus. The faculty elect representatives to the Faculty Council. The elected faculty representative to the Board of Trustees also serves as a member of the Faculty Council. In addition, the Faculty Council includes non-voting representatives from the Faculty Staff Union, the Professional Staff Union, the Classified Staff Union, the Graduate Employee Organization and the undergraduate and graduate student government bodies. A Faculty Council-nominated representative also sits on the search committee for all dean- and vice chancellor-level searches.

Staff Representation. More than 90% of the university's benefited faculty and staff are members of union-represented bargaining units. Students working in graduate assistantships also are represented by a union. The university engages in collective bargaining with nine distinct bargaining units:

- Classified Staff Union (MTA/NEA)—Non-Exempt Staff
- Department Chairs' Union (MTA/NEA)
- Faculty Staff Union (MTA/NEA)–-Faculty and Librarians
- Graduate Employee Organization (UAW)—Graduate Assistants
- New England Police Benevolent Association Local 280—Police Patrol Officers

and Dispatchers
- New England Police Benevolent Association Local 285—Police Sergeants
- Professional Staff Union, Unit A (MTA/NEA)—Exempt Staff
- Professional Staff Union, Unit C (MTA/NEA)—Head Coaches
- Teamsters Union, Local 25—Police Lieutenants

The collective bargaining agreements entered into by these unions and UMass Boston are posted publicly on the university's Human Resources Department website, as is the university Personnel Policy for Non-Unit Professional Staff. The rights and responsibilities detailed in these documents create a robust body of mechanisms for effective conflict resolution regarding employees' concerns and enhance the ability of the parties to have their viewpoints heard in a productive way. The university views its relationships with the unions overall as primarily collegial, productive and positive, and both management and labor generally seek to resolve differences through regular and transparent communication. The university meets regularly with the leadership of the campus unions, and the parties have established various joint labor-management committees to promote constructive engagement and to address labor matters that arise periodically during the life of the relevant collective bargaining agreement. The frequency with which joint labor-management meetings occur varies; regular meetings are scheduled monthly with the leadership of the larger unions such as the Faculty Staff Union and the Professional Staff Union. Staff members also sit on the search committees for all vice chancellor- and dean-level searches.

UMass Boston's Student Government is made up of two governing bodies: the Undergraduate Student Government (USG) and the Graduate Student Government (GSG was until recently known as the Graduate Student Assembly). Both branches of government comprise student body-elected representatives who advocate for their student constituents to the university community and support programming and activities for the students they represent. For instance, the USG administers funding for over 100 student clubs and centers by managing the proceeds of the university student activities fee through Student Affairs. Similarly, the GSG funds a variety of professional development and research-promoting initiatives in support of the university's graduate students. Student government also is actively involved in campus planning and has played a lead role in initiatives that have had a direct positive impact on the student experience, such as spearheading and devising a plan to fund a public transportation subsidy for student commuters. Leaders of both branches of student government meet with the vice chancellor for student affairs on a monthly basis and also serve on the vice chancellor's leadership council. In addition, search committees for all vice chancellor- and dean-level positions include both a USG-nominated representative and a GSG-nominated representative.

Appraisal

External Organization and Governance
Like many state university systems, the governance of UMass is complex, with the system office and the five federated campuses usually working together cooperatively, while at the same time competing for finite resources. Some business and program approval processes

move more slowly than we would like, due to multiple stages of approvals through the system. An example of improvement on the latter point, however, is the recent policy amendment increasing the threshold above which salaries for non-union employees must be approved by the system office. Nevertheless, being part of the larger system promotes efficiency and compliance in areas such as unified legal services.

Internal Organization and Governance

The significant number of leadership transitions that have occurred since 2015 have been accompanied by substantial organizational changes. Moreover, the Information Technology unit, which previously focused primarily on academic technology, assumed responsibility for administrative technology across campus and now is directly managed by a vice chancellor, as is Human Resources. The Registrar's Office, which formerly was part of Enrollment Management, now reports to the provost. Conversely, Enrollment Management assumed responsibility for graduate admissions, which had been housed in the Graduate Studies office. The Office of Global Programs (OGP) now provides oversight for a number of immigration and visa functions, to promote compliance and enhanced customer service in a consolidated visa services unit. This unit had been overseen by Enrollment Management. OGP has moved out of academic affairs and is now under the supervision of the vice chancellor for student affairs. Additionally, the former government relations and public affairs unit was reconstituted under a vice chancellor for marketing and engagement following a comprehensive review of the university's external relations functions. The vice chancellor for marketing and engagement is reviewing and consolidating campus marketing efforts on an ongoing basis, in collaboration with other divisions. Marketing and Engagement also has assumed responsibility for the website services team, which was transferred from IT. Similarly, an external review of the university's approach to managing external research funding recommended a now ongoing consolidation of grant management functions, with more direct oversight and accountability by the Office of Research and Sponsored Programs over the previously widely dispersed staff and resources managing the university's grants and other external research funding.

Most recently, the university's administrative reorganization initiatives have focused on areas aligned with the key strategic goals of strengthening the university's human core. The new Office of Ombuds Services was created in 2023 under the leadership of Martha Patrick, the inaugural University Ombudsperson and Director of Ombuds Services. The enhanced support for faculty, staff and students provided by the ombudsperson is complemented by the elevation of the campus chief diversity officer to a cabinet-level position with the July 2024 hire of the new Vice Chancellor for Inclusive Excellence and Belonging, Dr. Calvin Hill. Dr. Hill will, among other things, supervise the Office of Diversity, Equity and Inclusion (ODEI), which was constituted in its current form in 2019 following an administrative review that recommended separating ODEI's programmatic and cultural enhancement responsibilities from civil rights compliance functions. The latter were relocated at that time into the newly created Office of Civil Rights and Title IX (OCRTIX), which reports to the vice chancellor of human resources. Among other things, OCRTIX oversees a formally constituted matrix of staff with Title IX-related responsibilities in Student Affairs and in the Department of Athletics and Recreation, as well as in OCRTIX itself. The work of the Vice Chancellor for

Inclusive Excellence and Belonging will be further enabled by collaborating with the Special Assistant to the Chancellor for Black Life, a relatively new role introduced by Chancellor Suárez-Orozco shortly after his arrival in 2020. The incumbents in each of these important positions also will work on promoting inclusivity and social justice with the campus Restorative Justice Commission (RJC), which was constituted with the support of Chancellor Suárez-Orozco and includes representatives of faculty, staff and students campus-wide.

This extensive administrative restructuring has been mirrored in the university's academic leadership and organization, which like their administrative counterparts have undergone substantial modification based on a strategy of continuous organizational assessment designed to promote effectiveness and efficiency. Organizational changes that have occurred since 2015 include in 2019, the School for Global Inclusion and Social Development (SGISD) was embedded in the College of Education and Human Development (CEHD); while maintaining its academic identity and brand as a school, it now functions administratively as a department-like entity reporting to the dean of CEHD.

More recently, in the fall of 2020, the then-interim provost launched an Academic Reorganization Taskforce, charged with engaging in a broad-based review of academic structures and making recommendations regarding further potential academic reorganizations on campus. With keen focus on preserving academic quality and integrity of programs, the task force was asked to "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's Academic Reorganization Taskforce Charge, October 8, 2020). The task force submitted its recommendations to Provost Berger in the spring of 2021, and after a period of extensive and wide-ranging consultation the McCormack Graduate School of Policy and Global Studies (MGS) was reorganized. The Gerontology Department and Gerontology Institute were transferred from MGS into MCNHS, while in the fall of 2023 the remainder of MGS became a unit of CLA.

The former College of Advancing and Professional Studies (CAPS) also underwent extensive reorganization, having reverted in 2020 to a division of Continuing and Professional Studies (still reporting to the provost and referred to as CAPS) with oversight over winter and summer sessions and off-campus and off-hours instruction. Its degree programs were transferred into other colleges and schools, as were those of the previously decommissioned College of Public and Community Service. Subsequently, in 2022, CAPS was disbanded and the continuing education function was further reorganized.

Advising and other academic support services functions also have been realigned. The former office of the Vice Provost for Academic Support Services (VPASS) has been reconstituted as the Office for Student Equity, Access, and Success (SEAS). The new Vice Provost for SEAS, who was hired in July 2024, is expected to build on the success of his predecessors in providing ever-improving support to promote the success of our students. Among the key initiatives managed by SEAS is the newly introduced academic advising collaborative, which

supports and promotes clarity and cohesion in the delivery of academic advising services that currently are offered within the various colleges as well as in SEAS.

Provost Berger also introduced changes in the management of the Graduate Studies and Vice Provost for Research offices. The two offices previously were managed by one person in a combined Dean of Graduate Studies/Vice Provost for Research role. To promote more focused and dedicated leadership for each of these critical areas, the provost decoupled the management function in the fall of 2023; the incumbent in the previously combined role now serves in the singularly dedicated position of Vice Provost for Research, while the Graduate Studies office is under the direction of the newly created position of Associate Vice Provost for Graduate Studies. To date, this change appears to have enabled enhancements in both graduate studies and research operations.

Important changes also have been introduced to the framework for faculty governance since 2015. In 2017, the Faculty Council constituted a committee to review its constitution and by-laws, with a particular emphasis on the status of non-tenure track faculty, who in the past were not eligible for membership on the Faculty Council. (They were permitted to vote in Faculty Council elections). The constitutional review committee's recommendations (including, inter alia, that non-tenure track faculty receive representation on the Faculty Council) were approved by the council in late 2020 and submitted to the full faculty for approval by referendum. The faculty subsequently approved the amended constitution, which was ratified by the Board of Trustees on September 30, 2021. Non-tenure track faculty are thus now eligible for Faculty Council membership under the terms of the current, amended constitution. In fact, the Faculty Council currently is chaired by a non-tenure track faculty member, Dr. Amy Todd. Pursuant to the Faculty Council's amended governing documents, the chancellor and provost are no longer ex officio, non-voting members of the Faculty Council, but they do continue to attend and make presentations at Faculty Council on a regular basis.

The magnitude and scope of these changes to campus leadership and organization present both opportunities and challenges for the university. The challenges, however, have been compounded by the unprecedented disruptions caused by the far-reaching impact of the COVID-19 pandemic on higher education in general. Overall, the university's new leadership team adopted a positive and consultative approach that enabled the university to successfully manage through COVID-related and other challenges while ensuring that the university's substantial reorganization efforts are calibrated to avoid unnecessary disruption and stress for the community. These accomplishments are particularly noteworthy in that they were achieved despite the financial challenges and significant staffing and resource reductions that the campus experienced in 2017-2018, shortly after the last site visit. The university's more recent positive financial position and relatively stable enrollment have been key assets in maintaining the current positive trajectory.

It must also be noted that the staff and resource reductions necessitated by the financial challenges of 2017-2018 continue to impact community morale and climate. These challenges were further exacerbated by the need to pivot to remote operations and implement staff furloughs during the COVID pandemic in 2020-2021 and then navigate through the equally

challenging return to campus in fall 2021. For some, the sense of dislocation created by these crises was further compounded at the departmental level for those in the many academic or administrative units that have undergone reorganization in the relevant timeframe. Such significant reorganization in some instances has led to uncertainty and concerns among faculty and staff members who now must contend with new reporting lines and offices.

Continuing to progress positively while addressing these climate-related needs will require an emphasis on unity and collaboration. The university's robust model of shared governance should serve it well in this regard, as it did in allowing the university to nimbly adjust to remote operations and continue to meet the needs of our students during the pandemic. At that time, university management, the Faculty Council and the campus labor unions were able to quickly and collaboratively reach agreement on a variety of key issues, such as remote instruction guidelines and vaccine requirements, that enabled the campus to overcome numerous pressing challenges and meet our strategic and operational goals in very trying circumstances. The university is committed to sustaining and building on this collaborative approach to foster a cohesive and supportive work environment.

With new leadership, and as UMass Boston continues to act on its newly devised strategic plan, the university anticipates that further internal organizational shifts may be made in our ongoing effort to optimize services for our faculty, staff and students, as well as the environments in which they work and study.

Projections

The university's ongoing strategic planning initiative will provide a useful framework for identifying and acting on opportunities to enhance the university's organization and governance. For instance:

- The strategic plan's emphasis on strengthening the human core may serve as a framework for consolidating and expanding immigration and visa-related functions to better serve the needs of international faculty, staff and students, informed by the results of the ongoing external review of these functions. Likewise, the recent elevation of the chief diversity officer role to a vice chancellor, cabinet-level position presents an exciting opportunity to further strengthen efforts to foster an inclusive and welcoming environment for all members of the university community. These inclusion efforts will be informed in part by the results of the 2022 campus-wide student survey regarding the climate for inclusive diversity. Moreover, the 2023 addition of a new ombudsperson role to the campus is expected to facilitate further enhancements to the campus climate.
- The priority on holistic student success embedded in the strategic plan aligns with the current plan to conduct an external review of the accommodation and other support services provided to students with disabilities. A more streamlined and centralized approach to meeting these student needs would be beneficial and may be realized with adjustments to and additional support for the operations and organization of the Student Equity, Access and Success division office that provides these services.

In addition, it will be necessary for the university to continually assess the needs of departments and divisions that have recently been reorganized to ensure that the implications for faculty, staff and students are understood and addressed. This is particularly true for larger scale reorganizations, such as the transfer of the McCormack Graduate School into the College of Liberal Arts.

Standard 4: The Academic Program

UMass Boston offers over more than 200 degree and certificate programs, including 69 bachelor's, 69 minors offered at the undergraduate level, 51 master's, and 30 doctoral degrees. Further, UMB offers 13 undergraduate certificates, as well as 52 graduate certificates, and four post-master's certificates." And we have 35, not 52, on-line-hybrid documents as indicated at the end of that paragraph. Further, UMass Boston offers eight undergraduate certificates, as well as 28 graduate certificates, and four post-master's certificates. One new undergraduate degree program was added in Fall 2023 since UMass Boston's interim report to NECHE in 2021, the Urban Public Health B.S. housed in the Manning College of Nursing and Health Sciences. Further, there are 18 accelerated master's programs, whereby students can begin working towards a master's degree late in their undergraduate studies, by replacing general electives with graduate courses, and then matriculating into the graduate program to earn two degrees in as little as five years. Lastly, UMB has 35 online/hybrid programs, which are comprised almost entirely of graduate-level degrees or certificates (see academic program finder link above), with offerings found in all six academic Colleges.

Undergraduate baccalaureate degrees require a minimum of 120 credits. Students are required to participate in general education requirements, which constitute 40 credits of their total credit hours. Specific general education requirements vary by college and by degree type (BS or BA), and these requirements can be found within the undergraduate catalog [here]. Master's and doctoral degrees require a minimum of 30 and 60 credit hours, respectively, whereas 30 credit hours beyond the master's level may lead to a certificate of advanced graduate study (CAGS). A graduate certificate is comprised of between 12-29 credit hours. Program policies/procedures admission, retention, and degree requirements, including credit hour accumulation, are found in the respective [undergraduate] or [graduate] catalogs, as well as on the individual program webpages. Further, program design coupled with sequential progression and programmatic student learning outcomes are listed on each program's home page (e.g., [environmental science MS learning outcomes]). All programs are assessed cyclically for quality, either through an accreditation process for qualifying programs or through an academic quality assessment and development (AQUAD) process.

Following the structural deficit the university faced in 2017 and the subsequent efforts to put the University on more fiscally secure ground, much effort has been made to steward our slate of programs with an eye towards quality review, alignment with the strategic plan, and intentional growth, all aligned with our resources. The university aims for meaningful growth that will match not only Boston's needs, but also those of the Commonwealth and the region. As such, the Provost's Office is currently undertaking stakeholder conversations and planning exercises among the colleges, Enrollment Management, admissions, marketing, and other entities to thoughtfully map our capacity building with job market needs in order to establish programmatic priorities, whether for new program development or enhancement of current programs, that are aligned with the university's strategic plan.

Description

Assuring Academic Quality

Program development and maintenance is achieved via the interplay between faculty and administration. Academic oversight is the primary responsibility of the provost/ vice chancellor of Academic Affairs and his Office, coupled with support from the deans, department chairs and directors of undergraduate and graduate programs. Faculty expertise combined with a close eye on job market developments and alignment with the strategic plan have been and will continue to be critical in programmatic upkeep and decision-making processes.

Programmatic evaluation mechanisms include: 1) proposing minor and/or substantial program changes, or new programs, via Curriculog (a curriculum management tool); 2) cyclic AQUAD reviews; 3) pertinent accreditation for professional programs. Each program operates within its own set of by-laws/constitutions that are formulated around cross-curriculum academic policies set forth by the university.

The review and approval process for programmatic changes and/or new programs begins with departmental level proposals are entered into Curriculog, which are then fed forward to the respective undergraduate or graduate program director for review/approval, then departmental chair review/approval, after which proposals are then moved to the college-level curriculum committees for approval followed by the college dean. Graduate programs have an added step before being reviewed by the provost. Following the college-specific approvals, proposals are reviewed by the Graduate Studies Committee, a subcommittee of the Faculty Council. The Associate Vice Provost for Graduate Education is an ex officio member of the Graduate Studies Committee and also reviews and approves proposals as part of their life cycle, after which they go to the Faculty Council for review/approval. If both undergraduate and graduate proposals for minor and substantial changes have received all pertinent approvals, they are reviewed by the provost's office before being implemented by the Registrar's office. New program proposals and substantial program changes undergo further review and approval via the UMass President's Office, then the UMass Board of Trustees. If approved, new proposals continue to the state Board of Higher Education for final review/approval. This process for programmatic proposals is critical to ensure that the highest quality of education is offered by the university with coordinated oversight.

The internal AQUAD evaluation mechanism operates on a seven-year review cycle, which follows: program self-study driven by department faculty, external team site visit, departmental response to external report, and review by the college dean and Provost's Office, with final material submitted to the UMass President's Office. Student success and program effectiveness are two critical areas of focus in these evaluations, with an emphasis placed on "looking forward" towards areas of future improvement.

Professional programs undergo regular self-study and external review, as per their accrediting body rules and regulations. These processes are also similar to the internal AQUAD process, in that the deans and Provost's Office are involved with the external site

visit and review of the external reports. All on-line and hybrid programs follow the same policies and procedures for programmatic review and approval as on-campus programs; this includes verification of students' identities and qualifications.

The approval process for General Education courses is very similar to that of graduate courses. For General Education, proposals are generated at the departmental level by faculty and undergo college-level approvals. Then, proposals are reviewed by the Faculty Council subcommittees for General Education, which include: Distribution, Diversity, Quantitative Reasoning, and General Education Seminars. After review and approval by these subcommittees, proposals are reviewed in the following order by the General Education committee of Faculty Council, the Associate Vice Provost for Inclusive Excellence, the Faculty Council, and the Provost's Office, to be implemented by the registrar.

To summarize, the three approaches to academic evaluation at UMass Boston (program proposal process, AQUAD, and professional accreditation) all aim to clarify the expectations for student achievements, which include discipline-specific literacy, critical thinking, and independent learning. These aspects are delineated via student learning objectives, sequential programming, degree requirements, and pertinent accreditation-specific competencies, which are all published either on departmental pages and/or within UMass Boston's undergraduate or graduate catalogs.

The university has undertaken numerous initiatives to assure academic quality outside of programmatic review, which include increasing access to gateway courses and reducing DFW rates. It has also implemented substantial changes in undergraduate advising and support, including through expanded use of the Early Alert System; the adoption of an integrated portal, the advising collaborative management (ACM) system, which allows advisors to collaborate in monitoring, assessing, and communicating with advisees; increased availability of counseling services; ongoing training for undergraduate/graduate directors; micro-grants for students in a financial crisis; redesign of the Writing Center; and increased accessibility to student enrollment and retention data through new dashboards for administrators (i.e., HelioCampus). Furthermore, UMB revisits the writing proficiency requirement to ensure appropriate collegiate-level skills in the English language are met, as well as the Composition's program regular assessments of ENG101 and 102. As an example, the recent COVID-19 pandemic resulted in the transition of the traditional writing portfolio to an electronic writing portfolio (E-WRAP) for each student, and subsamples of students' work have recently started to be reviewed following COVID.

Undergraduate Degree Programs
Each undergraduate program offers discipline-specific courses within a given major, while also incorporating general education requirements and unrestricted electives, in order to achieve the program's learning outcomes. Programs are designed to offer foundational material early, on which more advanced coursework and experiences are built. The unrestricted electives offer students the opportunity to explore interests, gain knowledge, and build a deeper understanding of the world around them. Through the unrestricted minors, students can take on a minor(s) across various aspects of the university's curriculum.

Baccalaureate degrees consist of 120 credit hours, with 40 credit hours comprising major requirements, 40 hours of general education credits, and 40 hours of electives. Some programs will reduce the number of unrestricted electives allotted within their program, to meet a higher major-specific credit hour load that may be required by the major (e.g. professional programs).

The General Education component of the undergraduate curriculum consists of 1) first-year experiences, which are focused largely on verbal reasoning, writing, and information literacy, 2) the bulk of general education course requirements in the middle-phase of one's program (e.g. years 2-3), and 3) a capstone experience completed in the final year. In brief, the general education courses center around exposure to the arts, humanities, social and behavioral sciences, natural sciences, mathematics/technology, world languages, world cultures, and foreign language proficiency (for BA students only). As stated earlier, students must also meet the writing proficiency requirements, prior to graduation. More details are provided below pertaining to general education at UMass Boston.

As stated in Standard 4's introduction, all program requirements can be found within the program's specific webpages, as well as via the online undergraduate catalog. Progress towards degree completion is ascertained via the above-mentioned advisor course management system (ACM), as well as by use of UMass Boston's degree audit system.

General Education
With its first-year and intermediate Ssminars, its first-year Composition Program, and its Distribution courses, the General Education Program emphasizes student success with its foundations in critical analysis and logical thought and verbal and quantitative reasoning. The degree audit monitors student progress to ensure that they complete the minimum of 40 hours of General Education credit. General Education courses bring all students, but particularly students in their first two years, into the university curriculum. Further, the curriculum reflects UMass Boston's identity as an urban institution with a mission of inclusion in its Diversity requirement. Other requirements include a world language or world cultures requirement, along with requirements in the arts and humanities, social and behavioral sciences, natural sciences, mathematics, and technology.

The General Education program was developed with students in mind who may be the first in their families to attend college. It provides them with training in academic capabilities and an introduction to the domains of knowledge. The university's categories include areas that may not be found in other institutions, its robust Diversity requirement and a Distribution offering in World Cultures. Its writing proficiency requirement, now an electronic portfolio, has sought to assure that students beginning major study have the capabilities, particularly in critical analysis, reading, and writing for advanced undergraduate study. The university's commitment to these students is supported in several ways, courses in Critical Reading and Writing before the first-year seminar and after unsuccessful attempts to satisfy the Writing Proficiency requirement, and by the University's newly reconfigured Writing Center, with a new foundation in Writing Center research, a subfield of the discipline

of Rhetoric and Composition. The first-year seminar mentor-tutors and the student staff of the Writing Center are each supported by a for-credit seminar, and both give particular attention to needs of international students and other students who may be acquiring English as an additional language. At the time of this writing, a new World Cultures course had been developed and was in final stages of approval specifically for them, a course in Language, Writing and Cultural Exchange that would be a co-requisite of the first term of the composition sequence.

The Major or Concentration
Seven new majors have been established since 2015 (Aging Studies, Environmental Studies and Sustainability, Ethical, Social and Political Philosophy, International Relations, Philosophy and Public Policy, Sport Leadership and Administration, and Urban Public Health). In the academic year 2023-2024, a new university website was initiated to increase accessibility to current and accurate information related to all existing majors and concentrations of study.

A tiered approach to learning outcomes is utilized across course names and number designations demonstrating increasing domain challenges in objectives and assessment. Diverse teaching modalities and pedagogy are used to address the learning needs of students, which may include hybrid modalities like BeaconFlex (classroom and synchronous online delivery). Distinct learning opportunities across majors and concentrations include interdisciplinary teaching and learning opportunities (e.g., School for the Environment and Honors College), Accelerated Master's Programs (AMPs), internships, practicums, clinical placements/preceptorships, early college access via our commitment to community engagement, and future offerings in non-credit executive and continuing education, which will be an added approach to skill building within the workforce pipeline. To advance the quality of new majors and concentrations, while considering resources, all new program proposals are reviewed with reference to the University's strategic plan, but also in light of the specific strategic plans at the college/departmental level. In all these contexts, early alert systems, coordinated advising including career guidance (Academic Career and Engagement Success-ACES), and tools to help students track their progress are available (degree audits and advising pathways).

Graduate Degree Programs
UMass Boston currently offers 48 master's and 26 doctoral degrees, and 36 certificate programs across its 6 academic colleges. Detailed descriptions and degree requirements for all programs are published in the Graduate Catalog. Online options are available for 4 master's degree programs and 2 certificate programs.

Master's programs require a minimum of 30 credits beyond the baccalaureate degree, and Ph.D. programs require a minimum of 60 credits. Graduate certificate programs require at least 12 credits but fewer than 30. A certificate of advanced graduate study (CAGS) contains at least 30 credits beyond the Master's. Master's programs build on teaching and research strengths and address social and workforce needs in metropolitan Boston and the national and global economies. Some provide training in applied capabilities leading to professional licensure. Doctoral programs meet two criteria: they are in areas of research strength and

address social or economic needs in Massachusetts and beyond. Research components of master's and doctoral programs are designed to promote the sequenced development of methodology and research skills. Research-intensive graduate programs are intended to contribute to raising the university's research standing. As such, UMass Boston is slated to enter the Carnegie research/high classification in 2025, due in part to graduate program successes. The certificate programs offer students the opportunity to strengthen their credentials beyond the baccalaureate degree through a set of well-connected courses that have a coherent theme, and to explore the option of continuing for a related graduate degree.

Admissions requirements are set to attract highly qualified students: they include academic training, experience, research and career interests, and interest in/commitment to UMB's antiracist mission. Admissions criteria are explicit about levels of academic preparation and, where appropriate, relevant experience. Admission applications include reference letters from prior study and depending on the program may require nationally certified admission test scores. Requirements for admission, degree requirements and any program-specific variants are described in the graduate catalog and on the admissions page of each program.

Every graduate program proposal enumerates faculty and staff resources available and needed. Resource demands for new programs are stated in proposals, and those for existing programs are carried into the annual collegiate budget process. All master's and doctoral programs require a culminating experience, which varies with the nature of the program and degree, with dissertations and final research exercises in degree programs that prepare students for scholarly research, and more practical exercises, such as the development of a course curriculum, in practice-oriented programs. Graduate professional training is designed in accord with professional association standards.

To encourage undergraduates to pursue master's degrees, the university has instituted an accelerated master's program (AMP) (e.g., a Bachelor's-to-Master's) across 18 disciplines. Our undergraduate students in eligible majors are encouraged to apply for master's level work during their junior year. AMP students may begin taking graduate courses in the first semester of their junior year, but many begin their senior year; these courses may be counted toward both their undergraduate and graduate degrees with permission of the graduate coordinator. Students may take up to 18 advanced standing credits to reflect graduate coursework taken as an undergraduate. Curriculum and courses of study vary by program. To be eligible for the AMP program, students must have a minimum GPA of 3.0 both when they apply and when they complete the baccalaureate degree.

Academic programs that lead to professional licensure and certification must comply with industry standards and educational requirements put in place by the relevant Massachusetts state licensure boards, such as the Massachusetts Department of Elementary and Secondary Education. These programs are regularly evaluated and externally reviewed to keep with the current standards of the given accrediting board.

The university has well-established procedures for the creation of new courses and degree programs through its faculty governance structure. Proposals discuss comparable programs

at other institutions and include market analyses. They are reviewed by collegiate faculty committees, and, in the case of graduate programs, the University's Faculty Council and its Graduate Studies Committee. All are further reviewed by deans and the provost, and by the University of Massachusetts President's Office and the Board of Higher Education. In these ways, the university ensures that programs are appropriately named, and that their length, content, and level are consistent with those of comparable programs in American institutions of higher education.

Continuously updated course schedules and descriptions are publicly available on the Registrar's Office website. Faculty are required to write course syllabi, which are available in department offices. The university degree audit is fully available to graduate programs for better tracking of course progression. The AQUAD review process checks that programs continue to meet national standards.

The university ensures the integrity of course delivery, whether in-person or online, through secure log-in and passwords for the Blackboard Learning Management system that was in place prior to AY 25; note, in fall 2024, UMass Boston began to migrate courses to the Canvas learning management system, and the transition is scheduled to be complete before fall 2025. For online use, these systems have capabilities for plagiarism checking or lockdown browsers for online exams. Some instructors require on-campus or NCTA consortium-proctored examinations.

The university's requirements for students continuing, terminating, and re-entering its academic programs are well-established, and found within the graduate catalog. Policies and procedures for preventing and responding to incidents of academic dishonesty are enforced through the Student Code of Conduct and its academic integrity policy and, by delegation of the college deans, for undergraduates, to the associate vice provost for Inclusive Excellence, and for graduate students, to the associate vice provost for Graduate Education (AVPGE).

Faculty who mentor and/or advise graduate students have the appropriate terminal degrees. All research projects at the master's and PhD levels are overseen by research-active faculty, who assist students in putting together an appropriate committee to help oversee the given research, all with the relevant research backgrounds and credentials. The stage at which PhD students move through their respective programs is submitted to the associate vice provost for Graduate Education for approval.

Transfer Credit
UMass Boston has clear procedures and policies regarding transfer credit at the undergraduate and graduate levels, which is published online for undergraduates and graduate students. At the undergraduate level, courses with a grade of C- or higher must be completed at an accredited institution of higher education. There are slight deviations to this depending on the degree program; for example, Nursing requires a C or C+ due to their accrediting body. No more than 90 credits for a four-year institution or 70 credits from a community college can be transferred. Faculty evaluate transfer courses to establish the similarly with content in UMass Boston courses. The transfer of credit is accomplished via

our Admissions Office at the time of admission/matriculation, and via the Registrar's Office if post-matriculation. Transfer credits can be applied to general education requirements, major requirements, and/or elective courses. Students can pre-emptively determine what courses from other approved institutions may be transferred by UMass Boston, using the tool "Transferology." This allows students to run an unofficial degree audit of their previous coursework to see what courses fit into a given major at UMass Boston. Test credits can also be used to earn college credit via advanced placement or college level examination program exams, with up to 90 test credits allowed. Dual enrollment programs can also qualify for transfer credits and can be assessed via Transferology for potential credits. An international baccalaureate program may also be considered for college credits too, which is covered on the transfer credit webpage. Further, military education and/or experiences can be examined for transfer, using links on the transfer credit webpage listed above. Outside of military experience, prior experiential learning does not qualify for transfer credits.

Regarding graduate coursework, applicants who have completed graduate courses at other accredited institutions may transfer up to 6 credits from courses wherein they have earned a grade of B or higher towards a UMass Boston graduate degree. Caveats to this include that the 6 credits have not been used to fulfill requirements for another degree (minus the internal accelerated master's program rules) and were earned no more than seven years before matriculation into the program into which the student wishes to transfer credit. Graduate courses taken at UMB as a non-degree student or in a certificate program prior to matriculation may be applied to a degree program, post-master's certificate, or certificate of advanced graduate study, given the above stated caveats. Courses taken at other UMass campuses through the Inter-Campus Course Exchange (ICX) are not considered transfer credit and are not subject to the credit limits but will require approval of the graduate program director.

Graduate program directors (GPDs) may award Advanced Standing, which is separate from transfer credits, to students admitted into a doctoral program (except for license-eligible programs requiring extensive proscribed credits) with prior relevant graduate level coursework (max of 36 credits) or a master's degree in the same or related field of study. Courses and credits are waived on a course-by-course basis based upon equivalency and relevance. Advanced standing criteria includes that credits were earned from an accredited institution no more than seven (7) years prior to matriculation into UMass Boston; B- or better were earned, and students must complete at least 24 credits at UMass Boston to fulfill university residency requirements. Students who fail to complete their doctoral program cannot apply for Advanced Standing master's courses for an additional master's degree from UMass Boston.

Students can complete the bachelor's degree using graduate-level courses as general electives toward the 120-credit minimum, then proceed to the master's degree on an accelerated track (accelerated master's degree, AMP) after completing 72 undergraduate credits (not including audited credits). If the student's GPA falls below 3.00 at the time their bachelor's degree is awarded, the student will not be matriculated into the program. Each graduate program requires that students complete their course of study within designated

time limits (referred to as Statute of Limitations).

Integrity in the Award of Academic Credit
As stated previously, program and degree requirements are publicly available on departmental webpages as well as the online undergraduate and graduate catalogs. Specific course requirements are communicated to students through the course syllabi, of which faculty are required to provide to them. Syllabus templates are provided to the faculty by the University for adoption (see work room document—syllabus example). The syllabi must state the course learning objectives, methods of assessment, and how credit hour equivalencies will be met. The Provost's webpage states the University's credit hour policy, which outlines how the credit hour equivalencies meet federal regulations. Continuance in a program of study and fulfillment of graduation requirements are defined and monitored by the Registrar in collaboration with faculty and advisory staff.

The Academic Policy Implementation Group meets regularly to review and make recommendations to the provost related to academic policies, including new policies and policy revisions or retirement. Academic standing is one key area of recommendations. UMass Boston suspended or modified some policies regarding academic standing during the COVID-19 pandemic, though it has since returned to its normal status. The university has clear, easily accessible policies on academic standing via the website, for undergraduates.

Curricula, learning objectives, and credits align with the collegiate-level content and credits required by the Commission. All syllabi and program requirements therefore go through multiple levels of faculty and administrative review. The integrity of our curriculum is ensured through a multi-level course and program approval process managed through Curriculog that begins with department-level curriculum committees, moves through college-level senates, and ends with the University Faculty Council and Provost's Office. The Provost's Office is responsible for the oversight of standards. It has established standards for minimum faculty responsibilities and required and recommended syllabi language and conveys them to faculty twice annually. All course syllabi are expected to offer direction to students and guidance to faculty for assessment of learning outcomes as a fundamental standard of pedagogy. This approach is supported through Curriculog reviews, where syllabi for all new courses or revised courses in the context of programs of study (major, minor, certificates for credit) are reviewed using the presence of learning outcomes and level of taxonomy as key quality criteria. Department Chairs are responsible for evaluating instructional processes and ensuring that faculty receive mentoring around instructional practices.

 With a significant portion of students joining UMass Boston as transfer students, we continuously strive to develop strong support for students, including with transparent policies and practices guiding the transfer process and transfer of credit. Since over 60%of these students come from community colleges, UMass Boston works closely with Massachusetts community colleges to ensure a smooth transition, with our largest partner being Bunker Hill Community College, followed by Massasoit Community College and Mass Bay Community College. Our participation in the Mass Transfer Program is an essential aspect of those partnerships. Moreover, we are committed to honoring the service of

veterans; as part of the Valor Act, basic military training earns credits at UMass Boston. Since 2021, the university has substantially enhanced opportunities for area high schools to develop dual enrollment partnerships.

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Appraisal

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Assuring Academic Quality

UMass Boston's current structure for proposing new programs and updating existing programs is sound and utilizes a multi-tiered checks and balances system to ensure the university is delivering high-quality academic programming that meets the stated academic standards. Availability of more comprehensive, accurate, and functional data related to enrollment, retention, and course metrics should drastically improve the ability for real-time monitoring and decision making, as well as for long-term planning. Further, there are continued improvements in systematic communication, all with the goal of supporting student learning. For example, at the graduate level, associate deans meet monthly with the AVPGE to discuss graduate-specific questions and address new initiatives, which complements the regular communications Graduate Studies have with the graduate program directors.

Undergraduate Degree Programs

The undergraduate program offerings are deep and varied across the six academic Colleges, with high quality faculty expertise and passion for student learning amongst the faculty. Indeed, the University uses a developmental model for its programmatic designs, in that the general education program allows students to build a foundation to develop skills and experiences that will be expanded upon in their major and will culminate in a capstone. The university's cyclic evaluations processes are also helpful in ensuring our undergraduate degrees are meeting the needs of current students. While only one new undergraduate program has been added since the mid-term report, the university is poised to examine areas of potential programmatic growth that are strategic in nature in meeting workforce demands and fulfilling the University's own strategic plan.

General Education

The General Education program is designed to offer the foundation of knowledge and skills that majors and minors can build upon. The university's new strategic plan has begun a broad re-evaluation of the General Education's content and procedures, with an emphasis on inclusion and cultural wealth.

Major changes in the past five years include:

- The creation of 83 new General Education courses which can be found in all categories: Distribution, Diversity, Quantitative Reasoning and Seminars. Forty-seven new diversity courses met guidelines revised in 2019 that encouraged the study of intersectional forces affecting diverse groups. Three new seminars were created, as well as the first new quantitative reasoning course, and 26 humanities courses (with 15 being the product of an Andrew W. Mellon Foundation High-Impact Humanities

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grant in 2020).

- A new writing placement process was implemented in 2021 to institute a more consistent, cost-effective, and equitable process. The Self-Guided Writing Placement questionnaire leads students through reflection and writing activities and provides recommendations for their first-year writing and critical analysis coursework.

- A new Electronic Writing Assessment Portfolio (EWRAP), implemented in academic year 2020, its creation supported by a multi-year grant from the Davis Educational Foundation. EWRAP enables students to fulfill the university's Writing Proficiency requirement at the conclusion of their required Intermediate Seminars, submitting portfolios through the University's learning management system. In 2023, the University adopted a more flexible retake policy and extended the option to students in an intensive writing course and students for whom the option was recommended by the University center that serves students with documented disabilities.

- Given that critical thinking, reading and writing are thus essential to the composition program, the general education seminars, and many of the general education distribution courses. In Fall 2019, the Healey Library adopted the Credo Information Literacy program to support these and other University courses. It comprises a curriculum for assessing and using research sources and for understanding and practicing academic honesty. The Healey Library Reference Department and the Academic and Career Engagement and Success (ACES) program have contributed valuable services for general education, in that the First-Year Seminars not only cover the academic requirements of the University, but also incorporate material to help prepare students to transition from the University to careers. With the development of BusAdm 120G, "Beacons for Business," the University now has first-year seminars focused on specialized fields or learning communities in each of its colleges. This seminar is organized around the development of a "social impact business plan," and it illustrates the way the General Education brings new concerns into the students' curriculum at its very start. Two other examples focus on the environment, a 100-level Introduction to Climate Change, which satisfies the Natural Science distribution, and a first-seminar on the history and ecology of the University's neighbor just off Columbia Point, "Exploring Thompson Island: On the Ground and in the Archive. Thompson Island's history reaches from the earliest indigenous peoples' presence to Boston's public housing and school busing, and current issues of urban development. These courses and many others show how the General Education program draws students into awareness of the University's mission and vision from their first terms of study.

- The English as a Second Language (ESL) Program redesigned its curriculum to replace non-credit-bearing developmental courses with General Education credit-bearing writing courses, which count towards degree completion. The redesign will also provide multilingual students with a more equitable pathway into the university curriculum.

- The university is beginning the first comprehensive review of the General Education Program, led by the Associate Vice Provost for Inclusive Excellence and members of the General Education committee, with assessment being an important part of the review.

An area that needs some attention with General Education is the development of a more coordinated review process of the courses and their effectiveness. Currently, the composition program conducts annual portfolio-based assessments of student writing to maintain program effectiveness and to help students anticipate the EWRAP process. Further, first-year and intermediate seminars are reviewed by representatives of the Seminars Assessment Subcommittee (a subcommittee of the Faculty Council's General Education committee) for those faculty that submit material (e.g. it is a voluntary review process).

Lastly, another area for consideration within UMass Boston's General Education plan is to address the effectiveness of academic programming and assess learning outcomes to ensure students are prepared for ongoing advancements of the times. In so doing, UMB will engage in a process of General Education renewal with the collaborative input of faculty and administration.

The Major or Concentration
The university has made substantial progress in implementing improvements based on our assessments of student progress in majors and concentrations. The coordinated approach to advising, which integrates career and academic advising and a more comprehensive and sensitive use of the Early Alert system, provides students, staff, and faculty with clearer, shared information about student progress and future pathways through the curriculum and into their post-graduate plans. Improvements in student retention are a clear indicator of the success of this student-centered, holistic approach to student support.

Similarly, the robust use of AQUAD reports is reaping rewards in student progress through majors and minors. The revision and streamlining of AQUAD process has led to a more meaningful and focused assessment experience for departments while also improving the coordination and alignment of programs on campus. The seven-year cycle ensures that departments regularly assess learning outcomes and respond to internal and external evaluations to better meet student and community needs and improve student outcomes. A common theme in changes due to AQUAD reviews is responsiveness to the needs of the diverse student body. This includes departments improving the flexibility of their courses, especially in terms of timing and modality. Many departments have implemented culturally responsive changes to their curriculum, including more intentional developmental pedagogies (within courses and across the programmatic curriculum) and redesigning course content and pedagogy to reflect and support diversity. There has also been a substantial expansion and diversification in research and experiential learning opportunities offered as part of majors and concentrations, as well as in the support for success in these areas, including through more robust internship and placement mentoring and co-requisite courses.

Course evaluations are another tool used to assess the quality of academic programming. Based on the recommendations of a task force that combined the efforts of the Provost's Office and Faculty Council, many departments have started a process of adopting more holistic evaluations of teaching effectiveness. Departments have been encouraged to utilize a cluster of approaches, including qualitative surveys of students, teaching portfolios, classroom observation, and instructor self-reflection. These methods provide opportunities

for more effectively eliciting feedback, increasing equity in the evaluation process, and more holistically evaluating and providing feedback related to teaching effectiveness.

Graduate Degree Programs

Graduate education is very healthy at UMass Boston. From summer 2021 to Spring 2024, UMB graduated 3547 Master's degrees, 410 doctoral degrees, and awarded 666 graduate certificates (including CAGS).. UMass Bostonis poised to gain entry into the R1 classification of the Carnegie research classification system in 2025, due in part to our consistent ability to generate high quality PhD students. The quality of our graduate programs is reviewed regularly through departmental and faculty upkeep, via the university's governance structure, with oversight from the Faculty Council and Provost's Office. Graduate programs also participate in the AQUAD self-study and external review process, or professional programs undergo a similar process with their respective accreditation boards. These processes ensure learning outcomes are being met, as well as being updated to meet industry and/or educational standards in order to assure student success. The implementation of Curriculog has helped immensely with the management and flow-through of the governance process. There will be some updates to the processes to increase efficiency further.

The university is set to begin developing new programs that align closely with the new mission and strategic plan. The recent administrative reorganization that divided the role of the Vice Provost for Research and Dean of Graduate Studies into two separate roles (i.e., Vice Provost for Research; Associate Vice Provost for Graduate Education) is intended to provide more direct oversight and guidance of graduate education. With this, the Office of Graduate Studies will be phasing in processes to improve tracking of PhD student progress, updating the GPD's roles and responsibilities, improving the thesis/dissertation deposit process for students, and providing quality experiences related to cross-curriculum professional development and celebrating graduate student successes.

Transfer Credit

Details of transfer credit opportunities at the undergraduate and graduate levels are clearly outlined on the university's website and online catalogs, with useful tools available for undergraduate students to use when aiming to transfer in large numbers of credits (e.g., Transferology). Graduate students are allowed somewhat limited transfer of credits (e.g., up to 6 credits), but doctoral students can come in with advanced status where appropriate (e.g., have earned a master's degree prior). The university takes appropriate measures to ascertain the transfer credits meet the academic expectations of the given programs. While the process is well-oiled at the undergraduate level, there is room for increasing knowledge of the policies and procedures at the graduate level amongst the graduate program directors. The Office of Graduate Studies has recently compiled an onboarding document for new GPDs, but it is intended to be a comprehensive resource for GPDs, no matter their tenure in that role. Further, we hope that the continued monthly meetings between the GPDs and Office of Graduate Studies will continue to help internalize policies and procedures, such as transfer credits.

Integrity in the Award of Academic Credit

A primary shift since 2021 has been the growth in remote and BeaconFlex courses, which have presented new challenges and opportunities. The COVID-19 pandemic tested the ability of both faculty and students to attend classes. The Provost's Office, in response, developed clear guidelines for how colleges and departments should work with faculty. The dean of students provided evolving guidelines for faculty, easing the burden on that office while providing faculty with clear guidance on how to work with students. The persistence of targeted remote instruction and growth of BeaconFlex courses have enabled UMass Boston to be more flexible in scheduling, meeting student demand for a wide range of course options.

The university is committed to ensuring that every student can take the courses they need to graduate within the specified program length. However, students occasionally may not have access to a required course in the semester desired, whether due to high demand or low enrollments in smaller programs, potentially affecting their progress through their program of student. Since 2021, the university has enhanced its use of student enrollment data to improve scheduling of high demand courses and has decentralized decisions about course size requirements so that deans may work directly with departments to ensure that programs are able to meet student needs. These changes are part of a shift to integrated, comprehensive advising and scheduling designed to improve retention and time-to-degree.

UMass Boston's website addressing academic integrity structure and process was changed in spring 2024 after a six-month review with representatives from academic affairs and undergraduate and graduate studies ([academic integrity page](#)). We provide a user-friendly and inclusive explanation of the concept of academic integrity by defining academic work, presenting the code of conduct of the university and policies related to alleged academic integrity errors observed and reported in a university secured data software program called Maxient and the process of resolution. Types of errors are defined with specific faculty and student guidance toward prevention or how to process alleged errors. A key component to all academic integrity processes during the COVID-19 pandemic and continuing now is instilling restorative justice in how errors are addressed and processed, including students having access to the Center for Academic Excellence. There,coaches can assist in review errors that may have occurred and guide correction for the future or direction if the student plans to appeal the alleged error with the provost (appeals have specific processes identified in Appendix B of the Academic Integrity Policies/Code of Conduct). Every semester, the provost recommends to all faculty minimal responsibilities that includes recommendations for syllabus components, which now includes specific language approved by the Faculty Council as to what is acceptable or not acceptable in courses related to artificial intelligence (assignments and examinations specifically). The Center for Innovative Teaching (CIT) supports innovative and inclusive pedagogies, which include addressing the challenges of supporting academic integrity and clarifying the evolving understanding of artificial intelligence in student learning and outcomes.

Projections

- After stabilizing the structural deficit and moving to secure financial footing, the university is well poised to consider thoughtful programmatic growth, via close communications with various partners on this endeavor, which not only include the colleges and Provost's Office, but also administrative offices such as Enrollment Management and Marketing and Engagement.
- Several structural supports are anticipated to be strengthened, such as streamlining governance processes through improvements with Curriculog, course scheduling, or alterations to graduate assistantship allocation to bolster increased instructional needs in certain units.
- To strengthen General Education quality via the cyclic AQUAD review process.
- Expand the activity and impact of the recently launched University Assessment Council to continue strengthening the coordination, structure, and alignment of program learning outcomes.
- Improve delivery of cross-discipline supports to students that will help them engage with their coursework and learning objectives more deeply.

Standard 5: Students

UMass Boston, a university of and for the City of Boston and of and *For the Times*, endeavors to bring diverse people and ideas together to seek knowledge and improve lives, here in Boston, across the nation, and around the world. Consistent with its mission, the university aims to recruit, enroll and support academically ambitious students from all socioeconomic, racial, linguistic, and cultural backgrounds. The university's new ten-year strategic plan informs the university's goals and serves as a foundation for the work we do to recruit, enroll, and support students.

Description

Admissions

UMass Boston's Division of Enrollment Management comprises 8 departments, more than 80 staff members, and is led by the Vice Chancellor for Enrollment Management. Through strategically integrated services, the Division of Enrollment Management provides access to tools and resources that empower students to pursue and complete their educational goals. While all the division's departments contribute to student recruitment, retention and success, the Office of Undergraduate Admissions, Office of Graduate Admissions and Office of Financial Aid Services are highlighted due to the critical role they plan in meeting admissions and enrollment targets.

Undergraduate Admissions: The primary responsibility of the Undergraduate Admissions Office is to recruit and enroll first-year students and transfer students consistent with the university's mission. As Boston's only public research university, UMass Boston strives to provide a high-quality, high-value education that is both accessible and affordable. Over the last ten years the Division of Enrollment Management's approach to recruitment and enrollment has become increasingly strategic and holistic, while remaining focused on the student population and ideals set forth in the university's mission.

As a part of the Commonwealth's public university system, the university utilizes the Massachusetts Board of Higher Education admission standards as a framework for admissions requirements. All undergraduate students receive a holistic application review which includes a review of the students' academic performance as well as their essay and letters of recommendation. All undergraduate academic programs allow students to apply without needing to submit standardized test scores. Students may submit test scores along with their application, which are considered in context with their other admissions materials. Students who are not directly admissible may be invited to participate in one of the university's pre-collegiate programs or re-apply after having earned college credits at another 2-year or 4-year institution, a sign of our commitment to providing students with a pathway to higher education.

First-year student interest, applications and enrollment have all grown in the last ten years. The University received more than 21,000 first-year applications for fall 2024 and enrolled 2,187 first year students, an increase of more than 30% over fall 2015. As a part of the

Commonwealth's public higher education system, the University's primary commitment is to the residents of Massachusetts. Resident students comprised 75% of enrolled fall 2024 first-year students. The Office of Undergraduate Admissions focuses considerable time and energy on Boston-area students and works closely with the Boston Public School district. Demographic shifts have led to a decreasing number of traditional-aged high school graduates in Massachusetts and necessitated broader recruitment practices throughout New England and nationally. The 1866 out-of-state (and regional) students enrolled in fall 2024 represents a record number, 12% of our student body compared to only 8% in 2015.

Despite declining transfer enrollment over the last decade, the University remains a destination for transfer students and enrolls one of the largest transfer cohorts in the Massachusetts public higher education system each fall semester. More than 1,100 new transfer students enrolled in fall 2024, a 33% decrease from 2015. Our decrease in transfer enrollment is partly the result of community college enrollment within the Commonwealth decreased by 38% between 2012 and 2021 and more than 50% of our incoming transfer are community college students. The Office of Undergraduate Admissions' dedicated transfer staff actively recruits at all the state's 15 community colleges and continues to work on meaningful articulation agreements that make the transfer process more transparent and seamless. In addition to its work with Massachusetts community colleges, UMass Boston has also worked with out-of-state community colleges to create pathways and agreements. Like first-year enrollment trends, the University is seeing greater interest from non-resident transfer students. 12% of fall 2024 transfer students were international or from out-of-state.

With its Boston location and growing academic reputation, the University is an attractive destination for international undergraduates. New undergraduate international enrollment has increased each year since a pandemic-low in 2020, up 9% in 2024 over 2021. Over the last decade, the University has relied heavily on international recruitment partners to recruit and enroll international undergraduate and graduate students.

Graduate Admissions: UMass Boston offers a wide variety of graduate certificate, master's, and doctoral programs. Total graduate enrollment has remained flat since 2018 and rose 2% in 2023 to 3,437. The Office of Graduate Admissions works to support the recruitment and marketing needs of distinct academic colleges and programs. Graduate program directors and department faculty review all graduate applications for admissions. In alignment with the university's strategic plan, Graduate Admissions is focused on growing enrollment in certificate and master's program while maintaining enrollment and increasing applicant caliber and program reputation for doctoral programs.

The Graduate Admissions Office's recruitment efforts realized more than 9,500 graduate applications between the fall 2023, Spring 2024, and Summer 2024 entry terms. In that span, faculty reviewed more than 8,800 applications and more than 1,375 new graduate students enrolled. Nearly 80% of newly enrolled graduate students matriculated in a master's degree program.

Holistic Student Success

Student Services and Co-Curricular Experiences: Consistent with our mission and vision, UMass Boston provides access and opportunity for students to achieve their personal, professional, and academic goals within an inclusive environment. UMB offers multiple co-curricular experiences that center the voices and lived experiences of our diverse student body. Our aim is to enhance and complement our students' academic pursuits by exposing them to a wide range of experiences both in and outside the classroom. Our services are guided by the university's commitment to access, diversity, and excellence, focusing on increasing student satisfaction and success, fostering an inclusive community, incorporating sustainable practices, improving health and wellness, and contributing to the financial stability of both the institution and the city at large.

The university embraces an integrated approach to student access and success for both undergraduates and graduates, by providing health and wellness services, offering multiple pathways to and through UMass Boston, delivering robust academic and career services, and creating programs and services that value the cultural wealth of its students. Student affairs offices, student auxiliary services, and academic student support services come together to sustain the student persistence and retention on campus.

Health and Wellness Services: Student Life
To adhere to the needs of our unique student body, there are several university services, offices, and areas that support and respond to the holistic needs of our students and their identities. For physical or mental health concerns, within [University Health Services (UHS)](#), the campus has a multidisciplinary healthcare team composed of nurse practitioners, consulting physicians, dental staff, psychologists, social workers, registered nurses, laboratory technicians, and health educators, supported by clinical and administrative support staff.

More than 60% of the students at UMass Boston are first-generation college students pursuing their degrees and needing to contribute to their household incomes simultaneously. Additionally, more than 40% qualify for federal Pell Grants, a standard measure of low-income status, and two out of five UMass Boston students report food insecurity, which contributes to an obstacle in their education journey which makes the Office of Urban and Off-Campus Support Services (U-ACCESS) critical to our mission of student success. U-ACCESS works with the Care Case Managers to help identify students in need of support. U-ACCESS serves students who experience challenges related to hunger, homelessness, and economic insecurity while trying to achieve life-changing goals, complete college degrees, pursue fulfilling careers, and gain economic security. The pantry provides shelf-stable food items, fresh produce and meats, a meal and snack program, toiletries, school supplies, and seasonal-appropriate clothing items. In addition to a food pantry, U-ACCESS offers the Federal Government, Supplemental Nutrition Assistance Program (SNAP) application assistance, financial literacy workshops, emergency housing grants for individual situations, resources to community connections, and specialized case management support for students.

The Dean of Students (DOS) Office at UMass Boston has in-house Care Case Managers who provide case management. It is a collaborative process between a student, a case manager, and other concerned parties to improve the student's academic and personal outcomes. Through a case management process, we provide "problem-solving" services for undergraduate, graduate, and non-matriculated students by coordinating prevention, intervention, and support efforts across campus and community systems to assist at risk students and students facing crises, life traumas, and other barriers that impede success.

As part of the university's commitment to promoting diversity, ensuring educational access and opportunities for all students, UMB provides resources and services that help students develop, enhance, respect, and explore diverse cultures and identities. The Office of Student Multicultural Affairs (SMCA) provides programs, support, resources, and services that meet the needs of our diverse student population through the 6 student-run cultural and identity centers (Black Student Center, Casa Latin, Asian Student Center, Women's Center, Queer Student Center), Immigrant Student Program (ISP), and 32 of our 125 total student organization are focused on affinity-based organization. In 2023, the 6th center, the Native and Indigenous Student Hub, was added to the community to build an awareness of Native traditions and Massachusetts' Native heritage.

SMCA provides approximately 25 large-scale events and four signature events annually, such as UndocuWeek, SMCA Bash, Lavender Graduation, and Holi, as well as heritage month programs. Intentional collaboration with academic departments, SEAS, and Student Affairs allows for additional resources and services to be provided to the students in the centers. The office engages with several greater Boston community organizations to provide resources and build a community beyond campus, which contributes to the students learning how to create change that is responsive, reciprocal, respectful, and relevant to the needs of the urban areas of Boston and beyond.

The Immigrant Student Programs (ISP) supports immigrant-origin students in accessing resources such as scholarships, mental health resources, and a mentorship program. The ISP Program works closely with the on and Off-Campus offices such as the Multilingual Pathways program, Gaston Institute, and the Massachusetts Immigrant and Refugee Advocacy Coalition to provide resources and services to support the 800+ undocumented student population on campus. The UMass Boston Inclusive Fellowship for Immigrant-Origin Students provides students the opportunity to receive financial support to carry out a project that aligns with their own work in the community and achieve their educational and professional goals.

ISAP advocates for students' access by enhancing their knowledge of university resources and developing a collaborative environment. ISAP strives to provide students with high-stakes information that will benefit them academically, financially, and professionally. Through the comprehensive advising program, students are connected to scholarships, mentorship, workshops, and Off-Campus resources that will help them with their academic, personal, and career goals. The Student Immigrant Alliance Club (SIA) is dedicated to creating a welcoming and safe community that empowers undocumented students and

raises awareness on campus. The organization advocates for and partner with the university to pass undocumented-friendly policies. SIA serves undocumented/DACA/TPS immigrant students of all ages, ethnicities, and backgrounds who attend UMass Boston.

Experiential and Work-based Learning Programs

UMass Boston is a leader in experiential learning, highlighted by key partnerships such as MathWorks Scholars, PACE, and U-54 programs. Within each of these programs, we have incorporated a career development curriculum called Career Launch. Career Launch is a 6-week curriculum geared towards increasing social mobility for first generation, BIPOC students.

The MathWorks Scholars program exemplifies this commitment through renewable scholarships and immersive experiences exposing students to MathWorks. UMass Boston has forged a significant partnership with MathWorks aimed at embracing a Justice, Equity, Diversity, and Inclusion (JEDI) model. This collaboration endeavors to provide our students with a range of opportunities, including scholarships, paid internships, and additional course offerings, all to help them cultivate the educational, social, and professional capital necessary for success in the workforce.

The Professional Apprenticeship Career Experience (PACE) Program at UMass Boston goes beyond traditional internships by offering exposure to industry leaders, hands-on work-based learning, comprehensive career readiness skills development, mentorship, and educational enrichment. PACE offers paid on-campus apprenticeships aligned with workforce needs, emphasizing equity and career readiness. Through a carefully crafted experiential learning curriculum that incorporates the Career Launch framework.

U54 was established in 2002. The UMass Boston Dana-Farber Harvard Cancer Center (DF/HCC) Partnership endeavors to address cancer disparities by fostering collaborations between UMass Boston researchers and DF/HCC clinicians and researchers. A primary objective has been to diversify the cancer research workforce, notably through the Research Education Core (REC). The REC offers to create research education programs spanning undergraduate to post-doctoral levels, with a focus on candidates from underrepresented backgrounds. The REC's 2021-26 goals include expanding the research workforce, tracking educational and career outcomes, and advancing scientific knowledge on effective research education programs, particularly in the context of cancer disparities.

Welcoming New Beacons

Once admitted to the University, the Office of New Student and Family Programs (NSFP), provides a comprehensive orientation program for all new undergraduate, transfer, international, and graduate students that serves as a foundation for their success. Orientation programs are focused on introducing new students to the mission of the university, navigating campus policies and infrastructure, learning about available campus support resources, completing initial course registration, establishing a connection with campus advising services, learning how to engage in co-curricular activities, and beginning to establish community connections and a sense of belonging. Pathway students and TRIO students are also included in orientation Programming.

First-Year students select one of six dates for a two-day overnight experience taking place throughout the summer months. The two-day program incorporates necessary information and provides hands-on engagement, and encourages the fostering of peer relationships, community-building, and sense of belonging. Transfer and Graduate Orientation are one-day programs; four transfer sessions take place throughout the summer and two options of Graduate Orientation occur in August. For spring semester admits, there are condensed orientation sessions for each audience as well.

Graduate students receive a targeted orientation that additionally includes information about graduate assistantships, research, and information on specific programs and colleges. In addition to students, Orientation for Families and Supporters is also provided to families of new and transfer students, so that they are equipped with information to help encourage their student to utilize resources and support options provided and to help them succeed throughout their academic journey. Orientation is a university-wide effort that includes involvement and representation from all areas across the university.

Financial Student Services and Support
Financial aid is a critical enrollment, retention, and student success tool. The Office of Financial Aid Services dispersed more than $148 million in total financial aid in the 2022-23 aid year to upwards of 10,000 students. Institutional merit and need-based aid represent more than one-third of the total aid awarded with the remaining being federal and state aid. Financial Aid Services and the Office of Merit Scholarships strategize on how to allocate those merit and need-based funds to meet the university's enrollment goals while also executing on the university's mission to support a diverse and academically talented student population.

While graduate students are ineligible to receive many federal and state grants, the University helps support many graduate students through several types of assistantships: teaching, research and academic. The Office of Graduate Studies manages central funds and works in close collaboration with graduate programs to support upwards of 650 graduate assistants annually.

To bolster retention and student success, the university awarded nearly $250,000 annually in UMB Retention Grants and GRAD Last Mile funding to continuing students who need financial assistance to remain enrolled and/or to complete their last semester prior to graduation. The GRAD Last Mile and UMB Retention Grant funds are in addition to the more than $2 million in continuing student scholarships that the Merit Scholarship Office distributes annually to students in their second year and beyond.

TheDream.US is the nation's largest college and career success program for undocumented immigrant youth, having provided more than 10,000 college scholarships to Dreamers attending 80+ partner colleges in 20+ states and Washington, DC. UMass Boston and Salem State University are partner colleges with Dream.US. This means if a student receives this scholarship their tuition and fees will be fully covered. For the fall 2024, 20 UMass Boston students have been awarded scholarships.

Immigrant-origin students are defined as undocumented, DACA (Deferred Action for Childhood Arrivals), TPS (Temporary Protected Status), and mixed-status families. Through Student Equity, Access and Success (SEAS), Student Multicultural Affairs/Student Affairs, and Enrollment Management students have support and access to various resources, scholarships, and programming throughout the campus.

UMass Boston is engaged in financial literacy work in numerous ways across campus. iGrad complements existing program efforts and broadens the reach to ensure financial literacy education is available to all students. Content is offered on a variety of topics, including types of financial aid, smart borrowing, using credit cards, student loan repayment, scholarships, taxes, and more. One Stop - UMass Boston (umb.edu)

Students Leadership and Community Engagement
The UMB Campus Center serves as a vibrant campus hub, welcoming students, faculty, staff, and visitors into a central community of learners. It provides a unifying force by seamlessly integrating student services, student life, and communal spaces that foster interaction and engagement. Beyond its physical presence, the Campus Center functions as a dynamic learning laboratory, supporting outdoor spaces such as the Campus Center Lawn and Quad, and provides community partnerships through event services. Through the integration of systems like 25Live, it ensures the effective delivery of services, thereby fulfilling the diverse needs of the student body across various degree levels, campus locations, and modes of program delivery.

Under the Students Affairs Division, the Office of Student Leadership and Community Engagement (OSLCE) provides the student body with opportunities to develop as leaders and citizens at UMB and in the greater community. Consistent with the university's strategic priority, For the City, the office offers 11 programs that enhance the student experience through the development of local community engagement programs, leadership development opportunities, service trips, and educational workshops, trainings, and networking opportunities that allow students to explore their leadership identities, learning about social justice issues in the community, and enacting change as socially and civically responsible leaders.

The university has been committed to renovating and enhancing space for student co-curricular use. Over the past three years, the university has enhanced several student engagement spaces to provide more collaborative seating, reopened the McCormack Theater to provide practice spaces, renovated the Student Organization/Center suite, and opened the Musalla (Muslim) Prayer space. In spring 2024, the new outdoor Quad space opened. This Quad space allows for more outdoor recreation, entertainment, lounging, and collaborations to occur on campus. These changes have assisted in enhancing student engagement and developing a sense of belonging. Additionally, the Student Veteran Center (SVC) has seen significant growth in the past three years and recently opened its new space in the Military-Affiliated Student Center for Excellence in McCormack Hall. The SVC facilitates social and recognition programs through collaboration with campus partners, students, and external agencies.

The Office of Student Activities provides opportunities for student growth and development to complement the traditional academic mission in the classroom. Student Activities actively works to recognize, identify, and remove barriers to involvement so that all students have an equal opportunity to thrive at UMB. Connecting to the University's strategic priority, holistic student success, Student Activities supports over 125 student organizations, 55 student employment positions, and provides over 536 events annually. Since 2022, Student Activities has collected data about student involvement on campus due to the decreasing involvement after returning from the pandemic. The data is used to evaluate the co-curricular activities, programs, and services offered each year. Additionally, the office works with both the Undergraduate and Graduate Student Governments to activate and train all recognized student organizations on appropriate university, state, and local policies. Student leaders from Student Activities, SLCE and SMCA participate in the Summer Leadership Institute, a week-long training that focuses on developing leadership skills. In addition, the 1,100 residential students have been engaging at increased levels with varied programmatic offerings and attendance. The Office of Housing and Residential Life employs students in several roles such as Resident Assistants, Front Desk Associates and Summer Conference Assistants. This provides support, engagement and resources in a peer-to-peer format which increases service reach while also providing student leadership development opportunities.

Athletics and Recreation
Athletics and recreation are an integral part of the educational experience at UMass Boston. Sports bring our community together and prepare students for leadership and engaged citizenship. UMass Boston Athletics and Recreation Program currently has 19 varsity sports that offer competitive experiences for over 325 student-athletes. All the varsity sports teams compete at the National Collegiate Athletic Association (NCAA) Division III level in the Little East Conference (LEC) except for the Men's and Women's Ice Hockey programs, which compete in the New England Hockey Conference (NEHC). We also offer a comprehensive recreation program that currently serves up to 7,500 unique members of our community and includes 8 intramural sports. The Clark Athletic Center houses many training, sport, and support systems for the students and student-athletes, including the Ed T. Barry Ice Rink and Clark Gymnasium. Outdoor facilities include the softball stadium and Monan Park (baseball). Beacon Fitness serves the entire campus population for recreation and fitness offerings. All other competitions and programs take place through rentals with external facilities.

Student athletes' leadership is focused under the Student-Athlete Advisory Committee (SAAC). This group represents the Division III student-athlete voice in the Division III governance structure by reviewing legislation; identifying significant student-athlete issues; implementing national student-athlete based initiatives; encouraging community outreach; and enhancing Division III student-athlete involvement in and understanding of Division III in general.

Auxiliary Services for Student Support
UMB Dining Services contributes to recruitment, retention, and student success through a wide array of dining and catering options on campus which reflect the diverse needs of the UMass Boston community through student programming, a variety of meal plans, providing

student employment opportunities and paid internships. The range of food offerings focuses on international cuisine, supporting health and wellness, religious dietary restrictions, including a significant focus on allergen friendly offerings and strengthening the university's sustainable and innovative efforts.

Students are eligible to purchase annual memberships for area rideshare and bikeshare options. Transportation Services also offer free bike tune-ups as well as secure bike parking in an indoor bike parking facility.

Students are eligible for discounted semester Massachusetts Bay Transportation Authority (MBTA) passes through Transportation Services. The University offers a free shuttle service that connects the closest MBTA station, JFK/UMass, with campus operating daily through 1:30 a.m. (except for certain holidays). This service gives students—60% of whom use public transit—a safe and reliable connection to and from campus. The shuttle will see ridership of over 1.4 million in FY24. On-campus parking options are available to commuter and resident students at both daily and semester-long rates.

Formal Training and Work Experience to Meet the Students' Needs
UMass Boston's Human Resources is designed to include various areas that assist the institution with recruitment and talent management, compensation and benefits, organizational development, and training programs. These areas of support are aligned and bring support to the institution's needs in all aspects related to human resources of the campuses. Our administrative structure focused on meeting the students' needs. Every fiscal year, the institution allocates resources for training both faculty and administrative staff. Likewise, purchases and purchasing processes are carefully regulated, through the University system. These events and affiliations with professional organizations allow staff to stay current with trends within higher education, student development, student support, and support individual professional leadership skills and abilities. UMass Boston provides a comprehensive technological infrastructure to support teaching and learning. These resources empower faculty and students to enhance the teaching-learning process through various modalities.

To ensure operational efficiency and integrity, fair and consistent methods have been established to govern the decision-making processes within student programs and services. For example, aspects related to the creation, review, evaluation, and implementation of all programs, policies and procedures are part of the student shared governance between the Dean of Students Office, Student Governments and Vice Chancellor for Student Affairs. Likewise, purchases and purchasing processes are carefully regulated, through the University system. There are established rules and procedures that include solicitation, approval, processing, and purchasing, ensuring that the procurement system not only complies with Massachusetts State and federal laws and regulations but also with all institutional rules and procedures. Designated officials approve and sign purchase orders, the number of quotes, and establish a hierarchy and methodology according to the amount of purchase.

Ethical Standards and Policies

The University of Massachusetts Boston is committed to providing a safe and educational environment for students, faculty, and staff. [The Student Code of Conduct](#) is an established set of guidelines to assist students in successfully navigating the campus community while maintaining positive relationships with peers, staff, faculty, and administrators. The Code of Conduct sets clear community standards of respect for persons, property, the university community, and the process and procedures for addressing unacceptable conduct.

The University strives to take an educational approach when addressing alleged violations of university policies. To assist students in learning from their mistakes and understanding how their behavior impacts others and the community, Student Conduct Officers engage in one-on-one conversations with students to discuss the incident, identify what behavior was inappropriate, and work with the students to create a plan to prevent future incidents from occurring. In addition, through Restorative Justice practices, the code provides students with the opportunity to repair the harm they may have caused to the community. The student conduct process is a medium to connect students with resources available on and off campus, with the hope of assisting students in finding positive ways to engage with the campus and prevent future incidents from occurring.

UMass Boston utilizes Maxient software to manage various pieces of students' records. Through Maxient, we are able to use its centralized reporting and recordkeeping features to help our community connect important information to prevent students from falling through the cracks. From issues involving discrimination, care and concern referrals, student discipline, U-ACCESS, and general concerns for the Dean of Students Office, Maxient is critical to all things related to a student's conduct and well-being. Students have access to specific forms for on-line referrals for a wide range of complaints and concerns including socio-emotional behavioral concerns, student conduct, civil rights and Title IX complaints, concerns regarding hunger and homelessness, academic integrity, appeals for previous decisions made by the Dean of Students Office, and any other complaint that does not fall into a specific category.

In addition to the Student Code of Conduct, the Dean of Students office is also the designated Title IX Office for students, and partners with the Office of Civil-Rights and Title IX in overseeing the Title IX Grievance Procedures and any incidents that violate the University of Massachusetts' Non-Discrimination and Harassment policy. These initiatives are led by the Title IX and Civil Rights Investigator for Students, who conducts formal investigations, facilitates informal resolutions, creates prevention education programs, advises policy development when needed, and represents Title IX for students. These initiatives will continue for future academic terms. The university provides prevention education programs related to Title IX and Civil Rights based incidents, to meet Clery and VAWA requirements, while also training student-athletes, responsible employees who are students, and any student group needing training requirements per NCAA or Title IX federal regulations. [The Office of Civil Rights and Title IX](#) also supports pregnant and parenting students with classroom adjustments, breaktime, parking modifications, lactation rooms, and other reasonable modifications necessary to foster the academic progress of pregnant

and parenting students. The office will engage in an interactive process to identify the modifications that are necessary and appropriate for each individual student and inform departments and faculty members of the need to adjust academic parameters accordingly. During the 2023/24 academic year the office supported an average of fifteen pregnant students per semester.

Appraisal

Admissions

Undergraduate Admissions: By many objective standards, undergraduate admissions trends have been exceptionally positive over the past decade. The Office of Undergraduate Admissions has made great strides in meeting the University's long-term goal of increasing first-year enrollment while also growing out-of-state and international student numbers. The growth in first-year enrollment, however, has not come exclusively from non-resident students. The University has increasingly become a destination for in-state students over the past decade. Between Fall 2016 and Fall 2024 new first-year undergraduate enrollment, and resident new student enrollment, grew more than 2%, while new out-of-state undergraduate enrollments almost doubled. Over the same period, the University has been able to increase the racial and ethnic diversity of its incoming first-year cohorts. In 2016 57% of the incoming domestic first-year class identified as biracial, indigenous or persons of color. By 2024 the percent of BIPOC-identifying domestic first-year students had grown to 68%. Resident new student enrollment grew from 1,262 to 1,862 in that period – an increase of 47%. Over the same period, the University has been able to increase the racial and ethnic diversity of its incoming first-year cohorts. In 2015 61% of the incoming first-year class identified as biracial, indigenous or persons of color. By 2023 the percentage of BIPOC-identifying first-year students had grown to 71%. While growing overall new student enrollment the Office of Undergraduate Admissions maintained its admissions standards over that period and did not sacrifice academic preparedness for increased enrollment. The increased acceptance rate over that period, from 69% to 83%, reflects the growing academic caliber of applicants. The average enrolled GPA of first-year students increased from 3.38 in 2019 to 3.48 in 2023. Increased enrollment is buoyed by the University's significant investment in its physical plant and research enterprise over the last decade – including multiple new academic buildings, the university's first-ever on-campus residence halls, new athletic facilities, and a redesigned campus quad.

As always, the University has maintained a strong focus on local students and continues to partner in meaningful ways with the Boston Public School system to ensure that students recognize the academic opportunity and affordability of Boston's only public research university. More than 400 Boston Public School students, representing 13% of the incoming first-year class, enrolled in 2024. The Office of Undergraduate Admissions works closely with the University's Student Support Services (SSS) office and their embedded staff throughout area high schools to deliver services and support.

First-year enrollment growth is also due to the increase in out-of-state students. Since 2015, the Office of Admissions has increased its efforts, from broadening its marketing scope to

expanding its recruitment travel, to attract and enroll students from outside Massachusetts. In 2022 the Office of Admissions hired its first regional staff member based in the greater New York/New Jersey metro area. This new resource enabled the university to increase its presence in a market that showed exciting potential. Of the 730 off-site recruitment events in fall 2023 more than 40% took place outside of Massachusetts.

Out-of-state and international enrollment has been aided by the opening of the university's first-ever on-campus residence halls in 2018. More than a quarter of out-of-state and international students that enrolled in fall 2024 resided on-campus. The ability to provide a traditional living option on campus has enhanced the University's ability to attract non-resident students and resident students looking for a traditional on-campus living-learning experience. To ensure that the composition of the residence halls approximates the socioeconomic diversity of the student body, the University provides high-need students with institutional aid in the form of a Campus Living Grant. Nearly 40% of first-year students living in the residence hall in 2023 were the recipient of a Campus Living Grant, meaning they qualified for federal Pell Grant funding.

While first-year enrollment has grown exponentially since 2015 and total undergraduate enrollment has increased by 5% in that time, undergraduate transfer enrollment has regressed. Fall 2023 transfer enrollment represents just two-thirds of fall 2015's new transfer enrollment. As previously referenced, enrollment at the Commonwealth's fifteen community colleges has dropped by 30+% in recent years and was exacerbated in the aftermath of the pandemic. The community college decline directly impacts the pipeline of new transfer students to 4-year universities throughout Massachusetts. Nevertheless, the Office of Admissions' transfer team continues to innovate towards recruiting qualified transfer students.

The university's largest feeder community college, Bunker Hill Community College (BHCC), is just five miles from UMass Boston. In recognition of the important connection between the two institutions, UMass Boston hired its first Transfer Enrollment Counselor in 2019. An MOU signed by both schools established a physical space on the Bunker Hill campus for UMass Boston's Transfer Enrollment Counselor to meet with prospective students and provide transfer-related support services. Most recently, in September of 2024, UMass Boston and BHCC created the Future Beacons program which provides not only for joint admissions to both campuses, but provides students admitted into the program with immediate access to UMass Boston resources, including an ID card and library access, along with robust data sharing to ensure a seamless experience and transition for all participating students. Through this partnership and other important work, Bunker Hill students consistently make up 20+% of new transfer students at UMass Boston.

UMass Boston's Transfer Center has continued to innovate and seek out enrollment opportunities as the pool of local transfer student prospects shrinks. The Office of Undergraduate Admissions has increased its marketing and outreach efforts to out-of-state students and has increased out-of-state transfer enrollment by 30% between 2019 and 2024. The Transfer Center has also partnered with corporate entities like Amazon –

through their Amazon Career Choice program – to enroll employees looking to earn and/or complete an educational credential. The Transfer Center plays an active role regarding Massachusetts Department of Higher Education transfer initiatives like MassTransfer, Commonwealth Commitment, and others to establish and promote articulation agreements and to ensure that qualified applicants are receiving state transfer benefits. In addition to state-run programs, UMass Boston developed additional new pathways to extend its support for community college students. In partnership with the state's only municipally run community college, UMass Boston created Quincy Transfer, which provides a streamlined transfer pathway for these students who are unable to utilize MassTransfer benefits. Supporting increased interest from out-of-state community college students, UMass Boston signed an agreement with Hudson Valley Community College's Honors College guaranteeing acceptance into UMass Boston's Honors College. Expanding upon its process of referring denied students to local community colleges, UMass Boston formalized its Future Beacon Option programs at Bunker Hill and Roxbury Community Colleges whereby referred students are given the option to have their application sent to one of the designated community colleges on their behalf and students receive additional advising and support on their pathway from the community college to UMass Boston.

Graduate Admissions: Graduate enrollment fell more than 17% from 4,081 in 2015 to 3,365 in 2022. The Office of Graduate Admissions joined the Division of Enrollment Management in 2022 to focus the recruitment and admissions-related tasks that the university's Office of Graduate Studies and Admissions had previously overseen. The centralized Office of Graduate Admissions oversees all application intake and processing, works with internal and external marketing entities to manage all broad-based and program-specific print and email communications, and helps execute virtual and in-person recruitment opportunities.

The Division of Enrollment Management performed a Graduate Admissions Opportunity Analysis with an external consultant in 2023 to review the state of graduate enrollment at the University. The resulting report focused on enhancing high-touch outreach to prospects and applicants, providing quicker turnaround time for admissions decisions, better delineation of roles and responsibilities for graduate program directors, and enhanced coordination of multi-channel marketing efforts for certificate and master's students.

Graduate Admissions has already begun to enact some of these recommendations in pursuit of growing interest and applicant caliber across graduate programs including:

- Increase the hiring of graduate student employees to assist with bi-weekly in-person campus tours.
- Graduate Admissions has added more counselor-level positions to assist with recruitment and prospective student counseling.
- Launched bi-monthly virtual information sessions and assisted programs in promoting program-specific information sessions.
- In recognition of the importance of understanding cost and value, Graduate Admissions has launched a new Graduate Cost Calculator that makes program costs more transparent and highlights the university's affordability.

- Collaboration with academic programs and the Division of Marketing and Engagement to produce a new graduate brochure and program-specific recruitment materials.

Readmission: Beginning in 2023, the university has partnered with ReUp Education to recruit back and support former UMass Boston students who left without earning a degree. The partnership provides intensive reengagement outreach and support at a scale that would not be achievable by the university alone. In the partnership's first year, UMass Boston re-enrolled 116 former undergraduate students, of which seventeen have completed a bachelor's degree.

Student Services and Co-Curricular Experiences
Student success and engagement, co-curricular and extra-curricular activities are the crucial components to supporting our students' achievement and objectives:

- Increasing levels of student mental health needs and the impact on their academic progress could be a challenge for our faculty and staff. We have a training session of wellness and mental health intervention and referral process during new faculty orientation, and throughout the year we offer this training during academic department meetings as needed.
- Our wellbeing is guided by the Okanagan Charter: An International Charter for Health Promoting University and Colleges.
- This year, we established the Wellness Commission to connect health into all aspects of our campus culture and to lead health promotion action within our community.
- Our ongoing investments in the achievement of underrepresented students continue to yield positive outcomes.
- U-ACCESS has a strong partnership with UMB Dining Services to address food insecurity on campus, including daily and weekly food donations and grant support. Beginning this fall, Dining Services expanded the on-campus food recovery program, establishing a significant Swipe Out Hunger program, and becoming SNAP certified in the UMarket in the residence hall.
- During the pandemic, student visits to U-ACCESS increased from 1,649 in 2021-2022 to 9,863 in 2022-2023. The U-ACCESS team has adjusted and created systems of access to support this 498% increase in the use of their services. The office served 221 graduate students in Fall of 2023. The office also serves many international students, a growing population of students on campus who do not qualify for work-study, SNAP benefits, or any federal loan support.
- To meet the varying needs of students both on and off campus, UHS provides both telehealth and on-site health care, dental care, and mental health services for the UMB community. Our numbers represent an increase in services offered by the unit. Psychological services increased during the same period due to increasing psychologist, psychiatrist, and doctoral interns in the Psychology Program.
- Due to higher demand, the university has increased counseling and mental health services and hired additional clinical psychology and psychiatric providers. We successfully decreased the waiting period for regular appointments by half of the time.

- In January of 2024, a campus-wide, multidisciplinary committee on Title IX Prevention Education was relaunched. The purpose of the committee is to centralize prevention education efforts and expand the comprehension of Title IX for the broader campus community.
- In the fall of 2023, supervision of NSFP was moved directly under the Dean of Students Office (DOS) as part of a mini restructuring within the Division of Student Affairs to better situate services and supports to our students. Following this move, new goals and learning objectives for the orientation programs were created, partnered with new survey assessments to capture imperative data, to ensure alignment with the mission and values of the University. This prompted more opportunities for community building and for creating a stronger sense of student belonging, several new components were added into Orientation programs that speak specifically to our mission-driven values, supporting and connecting students to the University, and increased time focused on academic success to include hands-on activities to meet student needs.
- Students receive comprehensive advising throughout their college career through SSS. They also have additional tutoring services with the program. Tutoring services are being evaluated by need with institutional data. SSS serves those students who qualify under the federal regulations. 2/3 of students have the eligibility requirement of being First-generation and low-income, and/or students with disabilities including students with disabilities who are also low-income. 1/3 of students eligible for SSS are low-income students with disabilities.
- SSS also provides students with the opportunity to be in a class only available to SSS students, Foundations. This one-credit class explores materials that will serve as tools to critically navigate college issues ranging from developing effective time management and organizational skills to navigating faculty relationships, college classes, finances, among others. Students will also engage in weekly discussions designed to guide first year students to elicit self-discovery and awareness that promote informed choices and

SSS Required Services		
Required Services	Number of participants receiving service that was provided by project	Number of participants referred to another service provide
Academic Tutoring	28	34
Advice and assistance in postsecondary course selection	400	4
Education/counseling to improve financial and economic literacy	425	0
Information in applying for Federal Student Aid	355	2
Assistance in completing and applying for Federal Student Aid	412	

Assisting in applying for admission to Graduate School and obtaining Federal student aid (not applicable to 2- year institutions)	4	
Participant Status Summary Report		
Participant Status Code	Total number of Participant	
1= New participant	166	
2 = Continuing participant	242	
3 = Prior-year participant (enrolled but not receiving SSS services)	16	
4 = Prior-year participant (no longer enrolled at grantee institution)	276	
8 = New Summer Participant-Earned College Credits (2023 summer session only; part of 2023-24 cohort	0	
9 = New Summer participant- Did not Earn College Credits (2023 summer session only; part of 2023-24 cohort)	63	
Total:	763	

- The university's English Language Program, Direction for Student Potential, and Pathway programs are all programs that provide continuous support for students after they successfully matriculate into degree seeking programs. All programs are supported by the Academic Success Advising Program (ASAP), all students are assigned an advisor and or coach when they are in the program. If students are eligible for SSS, their college-based advising centers, or other success communities, they will still be assigned an ASAP advisor as a coach throughout their time of their UMass Boston career.

Participant Status Summary Report (23-24)		
Participant Status	Total number of Participant	Matriculated Student to Undergraduate Study
English Language Program	54	11
Direction for Student Potential	252	237
Pathway	46	29 degree-seeking, 3 non-degree

- The university redesigned the One Stop and expanded their services to include the student financial aid, admission, bursar, and registrar as home offices for immediate support to students.
- In the 2023-2024 year, SLCE offered service trips (domestically and internationally), 38 educational workshops through the GROW program, First Year Leadership Institute, Leadership Foundations and World Café, 340 Boston City youth through the Jumpstart, Strong Women Strong Girls, and My Brother's Keeper programs, and 7 Community Social Justice Internships with the Civic Action Fellowship program. All these programs educate students on the importance of personal growth, community, and social justice, and assist students in becoming strong advocates for the community and urban social issues.

- The Division of Student Affairs and the Division of Athletics and Recreation developed their respective divisional plans to line up with the universities' strategic plan. This aims to effectively line up with the strategic priorities and maintain assessment on the progress of specific action items and KPI's.
- Academic Success is also focused on monitoring the student-athletes' well-being through care case management between the coaches and athletics staff. Athletics assesses, plans, coordinates, monitors, and evaluates options and services to aid the student athletes who need support.
- Everything Undocumented Training Series: Staff attend 4 training sessions totaling 8 hours; each session is 2 hours. Participants must attend all four sessions to receive a certificate of completion. Assessments are collected from each participant in the Undocumented Training Series.
  - In Fall 2023, 87.5% (14/16) of participants completed the Everything Undocumented Training Series.
  - In Spring 2024, 86.7% (13/15) of participants completed the Everything Undocumented Training Series.

Enhancing the Residential Experience
In response to data gathered about the new residential hall experiences, the campus developed a "living learning community" focused on first-generation students in the residence halls; more targeted engagement strategies for out-of-state residential students; and increased connection to academic support and major/career exploration, particularly for undecided students. New nighttime and weekend programming was added with measurable increases in participation in the Student Arts and Events Council's activities, Beacons at Night, and OSLCE (Office of Student Life and Community Engagement) volunteering hours. An innovative "Beacon Rewards Program" was introduced, where students can "tap in" to events in order to accumulate points and win prizes.

The purpose is to generate enthusiasm for student activities and to be able to gather data on participation. More than 4,000 students tapped into one or more events. Once the campus moved to remote operations, we worked diligently to create virtual engagement opportunities to keep students connected to the UMass Boston community.

In fall 2020, the campus launched Here4U, a support app that connects students with staff best positioned to resolve issues or answer questions. Since its launch, Here4U has serviced more than 600 student questions and has achieved a nearly 90% satisfaction rate.

Expanding Internship and Career Opportunities Aligned with Academic Programs
The results of some AQUAD reviews and some findings from the NESSE data, along with the need to improve employment aligned with field of study has led to increased attention to career services. A new initiative called the Professional Apprenticeship and Career Experience Program (PACE) provides students with highly structured, paid, career-relevant, on-campus work opportunities under the supervision and mentorship of staff and faculty. It was launched this year with a $2.3 million donor commitment and was piloted with a dozen apprenticeships across three divisions during the spring semester. The pilot launch

coincided with the campus's move to remote operations; the apprenticeships pivoted to "work from home," truly providing students with a real- world experience and creating a strong connection to the university among participating students. The pilot continued into the summer, adding five new roles and will continue to expand in the fall. After students complete their apprenticeships, they will be able to take advantage of work opportunities with our 20 industry clusters, deepening relationships with local employers in order to provide internships and full-time career opportunities. This will create career pathways for students who can move from an on-campus apprenticeship, to an off-campus internship, to full-time employment postgraduation.

Financial Support: The university has advanced its approach to leveraging financial aid to impact recruitment and retention over the last ten years. The Office of Financial Aid Services and The One Stop, front-line staff who assist students with financial aid, billing, and registration matters, work to increase FAFSA (Free Application for Federal Student Aid) submission rates for new and continuing students. Financial Aid and Admissions staff closely track FAFSA filing rates for new undergraduate students and have increased relevant communications to students, parents, and school counselors in recent years. FAFSA filing, regardless of need level, is highly predictive of a student's likelihood of enrolling, and Office of Financial Aid Service's efforts have driven admitted student filing rates to upwards of 70% of total admittance in recent years. University-wide more than 10,000 enrolled students filed a FAFSA for the 2022-23 aid year and upwards of 50% of filers were Pell Grant eligible.

To bolster retention and student success, Financial Aid Services and the Merit Scholarship Office awarded nearly $250,000 annually in UMB Retention Grants and GRAD Last Mile funding to continuing students who need financial assistance to remain enrolled and/or to complete their last semester prior to graduation. The GRAD Last Mile and UMB Retention Grant funds are in addition to the more than $2 million in continuing student scholarships that the Merit Scholarship Office distributes annually to students in their second year and beyond.

The university's need-based aid and merit scholarship strategy directly correlates with the growth in first-year student enrollment. The Division of Enrollment Management began partnering with financial aid consultants in 2019 to maximize enrollment and net tuition revenue. Since 2019 the university has realized its three largest incoming first-year cohorts, which have also corresponded with record tuition revenue.

Projections

Admissions
The university recognizes the many near-term and long-term challenges that it will face, while working to build upon and promote its greatest strengths: location, value/affordability, and diversity of our campus body. The University is focused on diversifying both its student population and academic programming offerings. The University recently hired a Vice Provost for Community and Executive Education. The vice provost is developing a campus-wide micro-credential initiative using the Canvas learning management system. Simultaneously,

the University is focused on working with local industries to grow its executive educational offerings. Meanwhile, the impending demographic decline of traditional high-school age graduates has necessitated the broadening of traditional recruitment markets. Undergraduate Admissions plans to build upon the significant marketing and recruitment work done in out-of-state and international markets in recent years in the hopes of continuing to grow non-resident enrollment while also maintaining its commitment to adult and transfer students from Massachusetts community colleges.

The Offices of Undergraduate and Graduate Admissions will continue to innovate to meet the university's enrollment and revenue targets. Current and future enrollment initiatives include:

- Hiring of the university's first Director of International Admissions to grow international student recruitment, broaden geographic international student diversity, and leverage established international partnerships to the fullest extent.
- Enhancements to undergraduate and graduate student on-campus and virtual visit experience, and more intentional connections with local schools and community-based organizations (CBO).
- A thoughtful partnership with the University's Student Equity, Access and Success (SEAS) office to support the growing number of Early College students in their transition to matriculated status.
- A comprehensive joint admissions and transfer partnership agreement between UMass Boston and Bunker Hill Community College aimed at increasing access, university resources, and bachelor's degree completion rates for students who begin at the City's largest community college.
- Leading by example with respect to financially supporting undocumented students: actively communicating the Commonwealth's new Tuition Equity Law to qualifying students while also partnering with TheDream.US to attract and support Dreamers.
- Launch of new Graduate Cost Calculator to help with cost transparency and demonstrating the value of UMass Boston's graduate programs
- Collaborative, cross-divisional work to streamline the Accelerated Master's Program (AMP) process for undergraduate students looking to earn a master's degree: better communications, operational processes, and informational programming for students, faculty, and staff.
- Expanding on-site and off-site graduate student recruitment and multi-channel marketing.
- More than just enhancing new student recruitment initiatives, the university is intensely focused on increasing retention and student success as laid out in the strategic plan. UMass Boston is implementing Slate Student Success, a comprehensive student success CRM. Once launched the platform will:
  - Provide superior case management services within the university's One Stop Student Center,
  - Improve communications to reduce administrative hurdles impacting individual student registration,
  - Create efficiencies to allow One Stop staff to provide holistic, proactive support and intervention.

Student Services and Co-Curricular Experiences

- We will continue to lead the newly formed working committee between SEAS and SA consisting of staff in Academic and Student Affairs and co-chaired by Associate Provost and VC for Student Affairs.
- We will continue to improve the newly implemented graduate orientation to support TA/RA training and support Graduate Studies.
- We are committed to expanding experiential learning and paid career-connected work opportunities for any undergraduate student. This will work with the resident assistant training session under our housing office and will be developed as a classroom on Canvas platform. We will assess these programs' impact in terms of learning outcomes and career readiness to guide program development.
- We will provide additional Mental Health First Aid training opportunities for all students in leadership positions.
- We have also invested in extra training sessions for the coaches in the athletic department, designed to better meet the mental and physical health needs of athletic students, who may be reluctant initially to seek advice or counseling.
- The Care Team in the Dean of Student Office has increased, but the cases of students needing initial triage to do needs assessment, care and referral continue to increase. This may result in the need to hire more case managers to support the workload. Especially for fast growing need of supporting international students and first year students.
- We launched the Beacon Wellness Initiative to coordinate and improve our well-being and health promotion efforts. Established Commission in January 2024, including more than 40 stakeholders across three committees focused on students, employees, and the Community.
- Approximately 14,000 UMass Boston students reside off campus - the overall student population has increased their usage of off-campus living assistance provided by the Off-Campus Living office.
- The Immigrant Student Advising program trains staff and faculty on how to appropriately address and advise these students. Programming should continue through tabling events, orientations, Welcome Days, and other campus-wide events. Collaborating with local high schools, community colleges, and organizations will be crucial in enhancing the work of these valuable campus resources.
- One of the goals in SSS is to further expand career opportunities through partnerships with on-campus offices (i.e., Academic and Career Engagement and Success Center) and the Council of Opportunity of Education (COE). From a curricular standpoint, SSS will extend the Foundations I course, into a First Year Experience course, offered in two semesters (Fall and Spring), with one semester focused on on-campus resources, financial aid, and university literacy, and the second course focused on career development and personal financial literacy.
- To enhance staff development, SSS will implement a professional development series for the SSS team, equipping advisors to better triage and handle student mental health issues.
- SSS will collaborate with Undergraduate Admissions in the Enrollment Management

area to ensure seamless transitions for students enrolled in affiliated TRIO programs in high schools and community colleges by participating in transfer events and developing data-sharing opportunities with other community colleges to streamline the continuation of SSS services for transfer students.

- English Language Program collaborates with the International Students and Scholars Office to create alternative pathways for students seeking concurrent status. If apply for I-17 status will allow UMass Boston students to take credit undergraduate courses combined with one or two non-credit English Language courses.
- Develop a training and development module program for advisors to assist students throughout their time at UMass Boston.
- Extend academic coaching beyond the current 60-credit advising focus, assigning each DSP student an academic coach for their entire college journey.
- Refine and develop a cohesive curriculum based on assessment and feedback to better serve the student population.
- Extend Pathway Program with the Art and Psychology departments to curate classes and involve them as key stakeholders in the program. While adding staff and Peer Mentor positions to support the program.
- Develop and implement program policies, including a defined attendance policy to establish a standard of practice for all students.

Academic Advising and Career Success continues to align advising practices, procedures, and processes across all colleges/schools. The next focus should be to increase the utilization of advising case management systems for all academic advising and advising adjacent front-line staff across campus and schools.

Standard 6: Teaching, Learning, and Scholarship

The university fosters excellence in teaching and learning by employing highly qualified faculty and academic staff, who, in concert with structures and processes at the institution, together enable high-quality instruction and support to promote student learning. The institution also provides robust support for scholarship, research, and creative activities in alignment with its mission. The faculty play critical roles in advancing the institution's academic purposes through teaching, learning, and scholarship.

Description

Faculty

Teaching, learning, and scholarship are deeply engrained in the university's mission statement: "The University of Massachusetts Boston is an academic community dedicated to pursuing locally rooted and globally engaged research, teaching, and learning at the highest level of scholarly excellence."

Faculty roles and responsibilities are defined in the Faculty Staff Union (FSU) contract, a collective bargaining agreement negotiated with university administration and updated every three years. The TT faculty play a pivotal role in scholarship, teaching and learning mission, while the NTT faculty are primarily aligned with the university's teaching and learning mission.

Graduate Assistant roles and responsibilities are defined in the Graduate Employee Organization (GEO) contract, a collective bargaining agreement negotiated with university administration and updated every three years. Teaching Assistants (TAs) and Teaching Fellows (TFs) are key contributors to teaching and learning at the university, while Research Assistants focus on scholarship and Academic Assistants work to develop technical professional skills. A TA is primarily assigned instructional support activities while a full-time TFs workload consists of two class sections per semester of appointment as instructor of record.

The Provost Office oversees the implementation of academic personnel policy and procedures as established through the formal Board of Trustees' [Academic Personnel Policy](#), UMass Amherst and Boston, or "The Red Book," which defines the responsibilities for shared governance for the university, the colleges, and the academic departments. The Red Book grants primary responsibility for academic personnel matters to the faculty, defined as "the right to initiate recommendations," with the chancellor and provost retaining appointing authority, and the Board of Trustees the authority to award tenure and promotion.

NTT faculty appointed at 50% full-time-equivalent (FTE) or more are benefited. The NTT faculty at the rank of lecturer and above qualify for "continuing appointment" (appointments without an end date) after six semesters of continuous service at 50% time or more. After six FTE years (full-time NTT faculty generally teach a 4-4 load), all NTT lecturers are eligible to be reviewed for promotion to the rank of senior lecturer, and again to senior lecturer II after an additional six FTE years of service. After the filing of the 2020 interim report, a new senior

lecturer III rank was introduced in the FSU contract, for eligible faculty in the senior lecturer II rank. Each promotion comes with an increase in base pay, following a robust personnel review process.

Tenure-track ranks include assistant professor, associate professor, and professor. Contractually, TT faculty carry a 3-3 teaching load, which is reduced to 2-2 for research-active faculty. Academic departments make recommendations to the college dean and provost to determine their faculty research-active status.

Faculty have access to professional development programs offered through the Office of Faculty Development (OFD), both university-wide and college-based professional development funds, training and mentoring. The Office of Research and Sponsored Projects (ORSP) manages internal funding programs to incentivize faculty research and to develop competitive external grant proposals. See research subsection.

Junior faculty are assigned a senior faculty mentor, and academic departments in the university have a faculty mentoring plan. The OFD, in conjunction with other faculty resources like the Center for Innovative Teaching (CIT), provides faculty with a variety of trainings and workshops intended to enhance their practice as teachers and advance their work as scholars. The Graduate Teaching Program, Publishing Workshop, Mid-Career Faculty Research Seminar, and Mid-Career Planning and Promotion Workshop are examples of some of those regularly offered faculty supports. Additionally, having become a member of the National Center for Faculty Development and Diversity in 2018, UMass Boston has redoubled its efforts to provide all faculty and graduate students with career mentoring and coaching to boost research productivity. NCFDD's programs are especially geared to address issues affecting women and faculty of color.

Academic Staff
Students can access the Academic and Career Engagement and Success (ACES) Center to explore career development opportunities including internships, and explore departmental offerings via the Student Equity, Access, and Success (SEAS) dedicated to supporting student success at UMass Boston and beyond. There are approximately 140 staff members distributed throughout campus units that actively engage in student advising and coaching. These individuals participate in the Advising Collaborative that convenes monthly to coordinate advising, disseminate information, and promote aligned professional development.

Several colleges offer Freshman Success Communities that support cohorts of students that share similar academic interests. These communities consist of small, supportive groups of first-year students who are introduced to the various aspects of college life and their major and to build strong connections to university resources.

Instructional designers work with faculty on the design and creation of education, training, and development programs for adult learners in professional and academic environments. There is a total of 32.6 FTE staff in Healey Library. Of these, 12 are in non-librarian roles, and 20.6 are either librarians or archivists (the breakdown is 15 librarians, 5.6 archivists).

UMass Boston makes resources available to students including individual and group tutoring sessions through the [Center for Academic Excellence](#) (CAE). The CAE Tutoring Program brings academic support to all UMass Boston students in a variety of convenient and accessible formats, engaging students academically where they are and how they operate as learners and empowering linguistically diverse students.

There is also unit/department-level support for students such as academic tutors (university), peer mentoring (Psychology Club, Honors College), Student Success Center in CSM (e.g., offering academic coaching). Robust support is also available through Student Support Services and Academic Advising. For some units, students also receive advising within their departments from faculty and staff through regular required office hours and open advising.

The [Ross Center for Disabilities](#) provides academic accommodations, resources, and training in assistive technology, and information to increase the understanding of disability throughout the university community.

Teaching and Learning
In concordance with the new 10-year strategic plan, particularly Strategic Priority 4: Enhancing our Core, the university strives for high standards of excellence in the selection/ recruitment, retention, and evaluation of faculty teaching and student learning. This is evidenced by commitments to institute support for professional development, maintaining adequate infrastructure and training for advancing pedagogy, innovative teaching, and culturally responsive instruction, especially in a diverse environment.

UMass Boston is committed to fostering excellence in teaching and learning, and central to this commitment is the Center for Innovative Teaching (CIT), a dynamic and faculty-led organization dedicated to advancing pedagogy across all disciplines and colleges within the institution. Founded in 1983, CIT nurtures promoting inclusive and innovative teaching practices among faculty and academic staff. Through collaborative initiatives, CIT aims to create a culture where teaching is valued and continuously evolving to meet the diverse needs of students and the broader academic community. By embracing a grassroots approach, CIT encourages experimentation and exploration of new instructional methods to enhance the quality of education provided by UMass Boston. The Office of Faculty Development also provides opportunities for faculty to come together, to get help with syllabi and more. Departments have also been required to generate [mentoring plans](#) for supporting pre-tenured faculty that is in its second year.

Quality of faculty teaching is a high priority and as such, multiple course offerings occur in one semester to allow for variable instructors, and for students to access courses needed to complete their degree. This may require multiple offerings of entry-level courses in one semester. Further, UMass Boston continues to work with departments and colleges to help refine their learning objectives and outcomes to guide their programs' student success efforts and assessments. At the department/unit level, there are regular, informal assessments of students' performance. Within departments, curriculum committees also serve as bodies that evaluate syllabi and may also offer support with pedagogy that address

equity and inclusion. At the university level, programs are required to complete AQUAD reviews which involve (1) a faculty-led self-study/report (2) external and internal evaluation, review, and report (3) faculty response to the reviewers' report and (3) administrative response. Many undergraduate and graduate level programs also have external review for accreditation/re-accreditation that also involves (1) a self-report (2) evaluation and determination for re-accreditation (e.g., AACSB, APA, ABET, ACS, CACREP, CCNE).

Research active faculty teach a 2:2 course load and for large sections, many have TAs assigned to assist with grading, smaller section-style learning, and support for students. In some programs, graduate students are the Instructor of Record during their advanced year(s), receive support in designing syllabi, may also participate in year-long Teaching Seminars offered in over 10 departments, programs, and colleges (e.g., Creative Writing, Biology, Counseling and School Psychology and Early Childhood (College of Education and Human Development (CEHD) English, Honors College, Management, Nursing, Psychology, Sociology, School for Global Inclusion and Social Development) and Graduate Student Orientation to receive support as first-time Tas and instructors.

Undergraduates are supported by faculty, trained academic advisors, and institutional programs, including university advising, faculty advising after students have declared their majors (individual and group sessions for some units, are required prior to registration--Psychology, for example), and career advising. Graduate students have program administrators and a graduate program director in addition to individual advisors and mentors that collectively support students as they progress through their milestones and complete their degrees.

The university supports the freedom of ideas, research, publishing, course content, and instruction for faculty, staff, and students, as described in its policy on [academic freedom](). Faculty have the freedom to express their views without fear of reprisal or censorship. Faculty, staff, and students are expected to adhere to high standards and responsibilities, which include respect for others, inclusive learning environments, and freedom of expression to promote educational growth. Instructors are expected to manage and maintain an environment that enables students to learn.

Undergraduates have many opportunities to engage in research through apprentices (Research Apprentice courses) and to present at local student-centered and professional conferences. They are eligible to receive research funds for undergraduates for research and Honors theses; they can also participate in on-campus presentations including for example, the CLA Research Symposium, the CEHD Research Extravaganza, CSM REU/CURE/U54 annual summer poster symposium.

Research and Scholarship
Over the years, the university has been recognized as an R2 institution (2010) in the Carnegie Classification, and in 2025, it is anticipated we will be recognized as an R1 institution, given UMass Boston's exceeding the threshold of $50M in research and development expenditures and producing more than 70 doctorates per year. IFY23 was the most successful year for

external funding in UMass Boston's history with $71.4 million in research expenditures. In AY 2023-24 a total of 140 doctoral degrees were awarded. This reflects our long-term commitment to increasing our capacity to attract research funding, making investments in research infrastructure, and providing dedicated support to graduate education.

In 2015, UMass Boston opened the Integrated Sciences Complex as the first new academic building in over 40 years. It is a green building with state-of-the-art research and teaching labs that has increased collaboration space for STEM students and faculty. The ISC houses our Animal Core Resource Facility for housing and running experiments, shared equipment, and storage, including reduced costs genomics. The Personalized Cancer Center and Genomics Core of the U54 UMass Boston Dana Farber/Harvard Cancer Center Partnership are also in the ISC and through this more than 10-year NCI-funded partnership has offered faculty, graduate students and staff training and access to technologies at affordable pricing. The recently renamed Manning College of Nursing built a simulation lab for training and partnered with Mass General Brigham to train nurses and prepare racial/ethnic minority nurses for the workforce.

The UMass Boston Venture Development Center (VDC) is a thriving space for start-ups, consisting of a vibrant community of entrepreneurs in residence, launching innovative technology and companies in our award-winning, sector agnostic incubator. They are joined by talented UMass Boston students preparing for careers in fast-growing venture capital-backed companies. The VDC provides a wide range of value-added services from meaningful business mentorship, valuable connections, and robust resources such as beautiful office space, well-equipped laboratories, cutting-edge instrumentation and associated support services.

UMass Boston boasts 40+ interdisciplinary research organizations that bring faculty and students together from across the university to pursue research, teaching, and service on broad scholarly and socially relevant topics.

Appraisal

Academic Policy and Personnel Reviews

Through collective bargaining, a deliberate effort is made to ensure that both tenure track (TT) and non-tenure-track (NTT) faculty roles and responsibilities are clearly defined and properly aligned with the university's mission, while ensuring protections for faculty are built into the contract. The provost office oversight of academic policy and procedures ensures such procedures constitute an integral part of the university's continuous improvement mechanisms. The recently established Dean of Faculty position helps to provide further direction in this regard.

The Office for Faculty Development (OFD) will soon be launching its new website, which will be an important tool to enable easy and logical access to resources and information. The OFD has had a cabinet of 13 people, mostly faculty. This was created to draw in diverse perspectives to the complex and multifaceted landscape of faculty development. Faculty

development opportunities are varied and designed to support faculty in each stage of their career (see more at [Office of Faculty Development](#)).

The Red Book asserts the university's commitment to protecting and preserving the academic freedom of all faculty, maintaining standards for various matters including criteria and processes for personnel reviews. Promotion and tenure decisions are formally set forth and accessible to stakeholders involved in the review processes. The university could nevertheless make relevant documentation more readily available, as the new campus website completes its ongoing transition.

Major personnel reviews, such as mid-probationary review, tenure and promotion, promotion to full professor, and periodic multi-year reviews are conducted by faculty-constituted committees. Namely, the departmental personnel committees (DPCs) and college personnel committees (CPCs) evaluate faculty, provide improvement feedback and make recommendations to the department chairs and to the deans, respectively. The latter make their recommendation to the provost. The DPC and DPCs receive campus level and college level training to conduct reviews which has resulted in improvements to ensure procedures closely follow policy and expectations. Participation in such trainings could be more broadly available across campus units. While faculty feedback is an integral part of review processes, the evaluation-feedback cycle could include more deliberate interventions (e.g., at the level of incorporating feedback from evaluations into the faculty mentoring structures).

Faculty and Staff Recruitment, Development and Retention
Since the filing of the 2021 interim report, the university introduced its first 3-Year TT Faculty Hiring Plan whose conception and updates utilize shared governance structures promoting transparency and alignment with academic units' strategic priorities. The hiring plan also resonates with the university's strategic plan, as well as the university's new multi-year budgeting model, the Beacon Budgeting Model (BBM). There are early indicators that multi-year planning promotes sustainable growth.

The university conducts an open and transparent process to attract, hire, appoint and retain highly qualified faculty. Faculty participate in the search process for TT and NTT faculty members. The provost office, college leadership, and HR engage collaboratively to provide guidance to stakeholders involved in faculty hiring to ensure compliant and transparent searches are conducted. The [Office of Civil Rights and Title IX](#) offers Unconscious Bias Training for all search committees, and it is now available in video format. While as of now, this training is optional, the university is working on making the training mandatory in the future. Our new VC for Inclusive Excellence and Belonging will likely have a new training plan for faculty in general related to DEI. The HR and Provost Office collaboratively work to provide guidance to staff involved in faculty searches to develop best practices. There is still room for improvement to ensure faculty searches are initiated and conducted in a timely manner.

Each prospective hire is provided with an offer letter stating the terms of their initial appointment, including salary, research startup, length of probationary period and

anticipated tenure decision year, if applicable. TT faculty are required to participate in a New Faculty Orientation before the beginning of their appointment. This is a day-long event that welcomes faculty to the university, promotes their sense of belonging, and provides them with an initial perspective of the university's mission and values. It also familiarizes new faculty with university, college and departmental resources and guidance to follow a path of success. Challenges remain for recruiting, retaining, and promoting black and indigenous people of color. Low salaries and below-competitive startup pose significant challenges to attract and retain TT and NTT faculty.

Many units and departments offer mentoring and connect faculty to the Center for Innovative Teaching for pre-tenure seminars. Through the CIT efforts, junior TT and NTT faculty get support on teaching, the adoption of innovative pedagogy (e.g., ungrading, blended learning, non-lecture-based instruction, de-colonializing syllabi and instruction). They get remuneration for participation in the seminar. Mid-career faculty can also participate in seminars that focus on "what's next," such as considerations for administrative roles, going up for full professorship, and more.

The CIT incorporates some limited TA training during grad student orientation. Several departments have semester-long courses for TA training, for example Biology, English, Psychology. These trainings are solid; however, they are reported inconsistent across each department at this stage. A more deliberate effort should be devoted to ensuring all TAs and TFs are properly prepared to deliver classroom and lab instruction, taking into account specific disciplinary needs. This would require resource allocation to the Office of Graduate Studies and coordination with graduate program directors and college leadership (e.g., graduate associate deans).

Qualifications and Composition
As of Fall 2024, the faculty headcounts are: Assistant Professor (115), Associate Professor (218), Professor (142), in the tenure stream ranks, and NTT faculty (717). Since the filing of the 2020 interim report, the total headcount of TT faculty has decreased 2 percent (from 484 to 474). This continues the "modest, targeted decrease in the number of tenure-stream faculty lines on campus from a high of 516 in 2017 to 484 in 2020" as noted in the interim report. Despite this decrease in TT faculty ranks, the campus has been committed to filling faculty vacancies: a total of 31 new TT faculty were appointed in Fall 2023, 18 in the Fall 2022 and 21 in the Fall 2021. Since 2020 the headcount of NTT faculty has increased 18%.

The university has an ongoing commitment to the recruitment and retention of a diverse faculty which is reflective of its diverse student body. Currently, 67% of domestic undergraduate students at UMass Boston self-identify as persons of color. In fall 2020, 25 percent of our faculty self-identified as persons of color. As of Fall 2024 the proportion of faculty of color largely remained unchanged.

The overall Fall 2024 headcount of part-time instructional staff is 483 (or 40 percent of the total of 1192) and the data shows this ratio has largely remained constant since 2020. About 76 percent of TT faculty are on tenured appointments (361 of the total of 474). All TT

faculty hold doctoral degrees. In contrast, only about 40 percent of NTT faculty hold doctoral degrees. A large share of courses are taught by full-time instructors with doctoral degrees.

The university also supports a significant number of graduate assistantships, including 357.5 assistantships funded by university funds and administered by the Office of Graduate Studies. More than 60% of these assistantships support instruction as Teaching Assistants while the remainder are primarily research assistantships. The university also supports graduate students through approximately 140 externally supported research assistantships per year.

Teaching and Learning

The institution has made commitments to improving the support of faculty, staff, and students through many of the efforts described above. A more recent commitment includes improving the work environment for faculty, staff, students, and broader community through initiatives such as the designation of our institution as a health-promoting university with adoption of the Okanagan Charter in April of 2024. There were also several faculty-led commissions during spring that surveyed existing wellness and well-being activities and initiatives that involve the various stakeholders in our community (e.g., students, staff, faculty) and the larger community.

As indicated in the mid-term report, we made significant shifts in support for teaching and learning in response to the COVID pandemic, the move to remote and hybrid instruction. Many of those shifts have continued and were supported by ongoing professional development and support from our Educational Technology staff, particularly Learning and Design that assist faculty in creative course development. Moreover, we have developed classrooms for Blended Learning and provided support for "Flipped Classrooms" and other innovative strategies to engage students and promote learning. Further, many service learning and lived experiences opportunities are offered to students in many of our classrooms that have technology and infrastructure as well as support Learning Design Services.

Learning Design Services (LDS) is a key component of the Educational Technology Division and is staffed by seven educationally trained learning designers who assist faculty in creating and delivering high-quality courses. The LDS team offers workshops, consultations, and course reviews on topics such as instructional design, accessibility, pedagogy, and innovation. They also collaborate with the Technovator, Classroom Technology and Research Computing staff to provide training and support on various technologies and tools, such as Blackboard, Canvas, Zoom, Echo360, Qualtrics, and other innovative and research related technologies.

Since the mid-term report, student advising has undergone a reorganization that centers students and offers a more coordinated and networked support for students as they enter (as freshman, transfers), select majors, and complete core requirements. The Student Equity, Access, and Success (SEAS) division, formerly Academic Support Services and Undergraduate Studies, advances the mission, strategic commitments and priorities of

the University through: (1) expanding access to higher education through accessible and equitable precollegiate and pathway programs (2) providing culturally sustaining learning opportunities, academic services and programs that advance inclusive excellence for undergraduate and graduate students (3) and, supporting students in developing and achieve their goals through academic and career advising and success coaching. Central to this work is a commitment to equity-minded practices and programs and services that value the diversity and cultural wealth of our students. Our goal is to create spaces where students can learn, grow, thrive, and fully realize the promise of higher education.

Research and Scholarship
Following the 2021 Academic Reorganization Taskforce (ART) report the campus has implemented changes proposed by the ART aimed at enhancing research support operations and research productivity across the university. Changes directly related to the quality of research and scholarship include a separation of office of Graduate Studies from the Office of the Vice Provost for Research (VPR), and an increased resource allocation to the Office of Research and Sponsored Projects (ORSP).

In addition, the 2020 National Council of University Research Administrators (NCURA) peer review report included recommendations ranging from restructuring of the campus research administration staffing to the adoption of nationally recognized best practices. The university has made progress on the implementation of a number of such recommendations, including allocating resources to increase the efficiency of the pre-award pipeline via the adoption of Kuali; reorganization of ORSP into teams lead by Departmental Research Administrators (DRAs) to primarily focus on support PI's endeavors; introducing research development teams involving ORSP staff and faculty in leadership positions (Associate Deans for Research) to enhance cross-college collaboration, offer targeted proposal development consultation and workshops, and the overall sharing of best practices and support for research and creative activity, in line with the campus strategic plan. To date, of the 142 recommendations, over 60% have been or are in the process of being implemented.
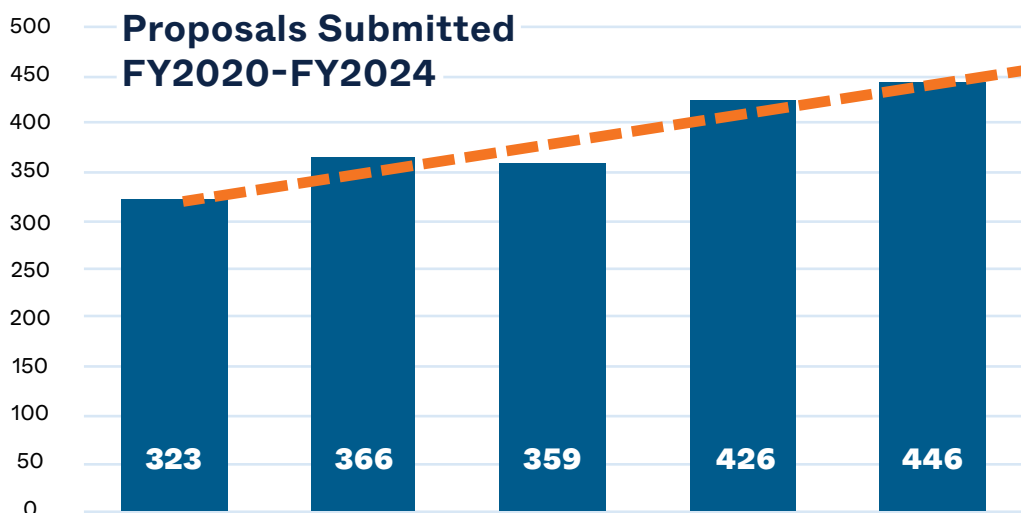
Scholarship and creative activity are at the forefront of the university strategic priorities, as demonstrated in the university commitments to supporting Impactful Research and Scholarship: invest in grand scholarly challenges, accelerate interdisciplinary scholarship, strengthen our research enterprise. The university is committed to supporting faculty endeavors to successfully compete for research funding and lead large-scale, multi-institutional research projects; forge cross-sector partnerships that bolster research in high-impact areas of scholarship; encourage undergraduate and graduate student participation in research.
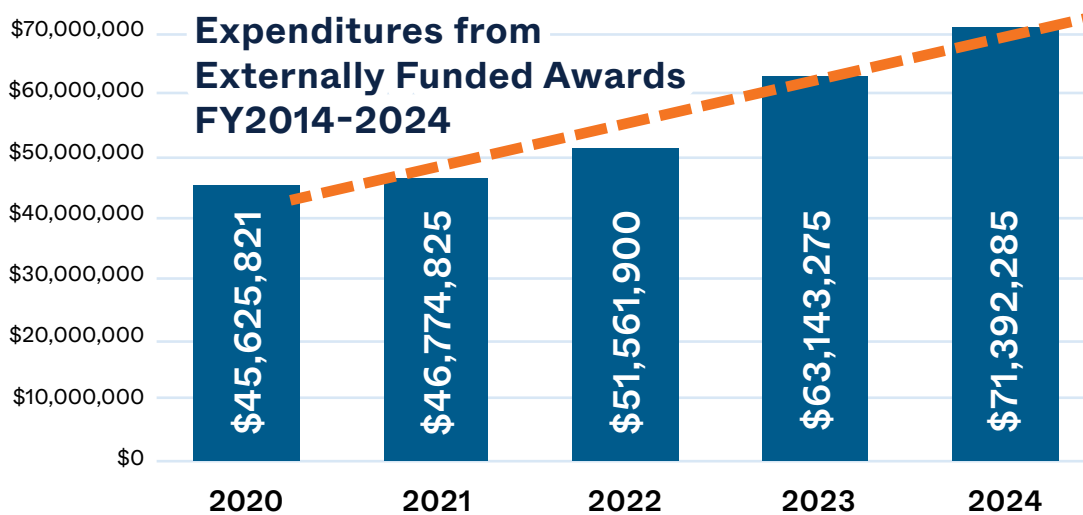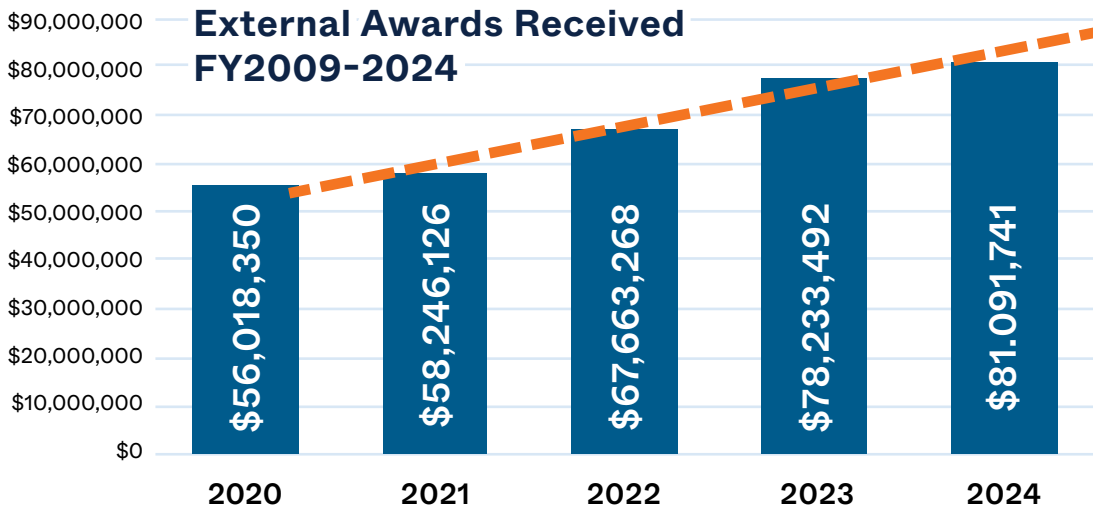
Some representative examples of these efforts are: (i) the U54 grant partnership between the Center for Personalized Cancer Therapy (CPCT) and the Dana-Farber Harvard Cancer Center (DFHCC) which over the 13 years of its existence has brought in $20.4M in external grants, with $1.7M in the last year; (ii) grants from the Wipro Science Foundation to the Center of

(COSMIC) totaling $17.9M over 14 years, involving school districts across the country;(iii) the Institute for Early Education's efforts to advance early education recognized through a $20M award from the state department of education from FY20-24; (iv) and the Institute for Community Inclusion's (ICI) national and international efforts resulting in over $24M of external funding, just from the US Department of Education, over FY16-24. The motivation continues in expanding sectors of national focus with awards in (i) coastal climate resilience, through $4.8M in seed funding from the Stone Foundation to the multi-partner Stone Living Lab and (ii) quantum sciences and technology which resulted in a collaborative National Science Foundation award of $4.3M.

During the hiring process, faculty are offered start-up packages that include resources for building wet labs, conducting research, and creative works depending on the focus of the research. At the start of their hire, they are also afforded course load reductions, and minimal new course preps. The university offers intramural funding mechanisms to support early and mid-career faculty in research and community facing work. Approximately $250k is awarded annually through the Proposal Development, Healey, Public Service and Subvention internal award programs.

Since FY 2020, the university's research awards, and research expenditures have evolved as shown in the charts below.

Proposals Submitted FY2020-FY2024

FY	Proposals
FY2020	323
FY2021	366
FY2022	359
FY2023	426
FY2024	446

External Awards Received FY2009-2024

	2020	2021	2022	2023	2024
	$56,018,350	$58,246,126	$67,663,268	$78,233,492	$81,091,741

Expenditures from Externally Funded Awards FY2014-2024

	2020	2021	2022	2023	2024
	$45,625,821	$46,774,825	$51,561,900	$63,143,275	$71,392,285

Projections: Teaching, Learning and Scholarship

- The university will continue to encourage clarity and transparency in assessments, oversight, and evaluation of student learning goals. Additional support from the University Assessment Council will help ensure continued improvements in this realm.
- The move toward three-year faculty hiring plans and alignment with the strategic plan represents an early-stage commitment that needs to be expanded as the university builds its tenure stream faculty.
- The university will continue to refine and offer additional training in equity and equitable practices for hiring, search, and promotion committees at all levels of the institution.
- The centralization of research oversight and structure with the reorganization of the Office of Research and Sponsored Programs offers greater stability, support, and continuity in pre- and post-award support, contract development, and internal training and grant initiatives to increase transdisciplinary collaboration, creativity, and

competitiveness for extramural funding. That said, the university will need to heighten its attention to supporting faculty who are between grants and at mid-career stages with intramural funding grant challenges.

- The introduction of the Grand Scholarly Challenges offers the alignment of research initiatives with the Strategic Plan. UMB is launching grant opportunities with seed and pilot funding, as additional support for interaction can augment the diversity of collaborations and external funding sought after.

- Reimagining GA allocations will allow the university to help design more intentional professional training for our graduate students as well as their more strategic engagement with our overall teaching, learning and research efforts.

Standard 7: Institutional Resources

UMass Boston's strong financial strategy, management and controls help to provide the resources necessary to support its instructional, research and community service missions. The university's efforts over the last 7.5 years to close the structural budget deficit have positioned the institution so that the human, financial, information, physical and technological resources effectively support and advance its operational excellence in a fiscally responsible manner.

<div align="center">**Description**</div>

Human Resources
The university continues to employ sufficient and qualified personnel to fulfill its mission. Although widely publicized financial constraints beginning in 2017 required significant staff reductions, the organization has been thoughtful and intentional in conducting administrative reviews and reorganizing existing structures and resources to ensure continuity of essential functions. Overall staffing levels were reduced from 2,399 in 2017 to 2,122 in 2020 due largely to difficult layoffs and voluntary separation programs in 2017 and 2018. During the pandemic, staffing was further affected by the university's transition to remote modality and related staff furloughs and reduced hiring levels. Since on-campus operations resumed in August 2021, however, these trends have been reversed and staffing levels have increased; as of Fall 2024 the university employed almost 2700 employees, comprising 474 tenured and tenure track faculty, 748 non-tenure track faculty, 1155 Full-Time Non-Instruction Staff, and 328 Part-Time Non-Instruction Staff. In addition, the university employs about 800 graduate students as research/teaching assistants along with our hundreds of other student employees. This rebound in staffing, enabled by the university's comparatively healthy financial position and a stable operating environment, positions the university well to optimize the quality of its operations by fully leveraging the strategic organizational improvements implemented since 2017.

Salaries for all employees are consistent with applicable laws and collective bargaining agreements. Faculty salaries have established minima as delineated in the applicable collective bargaining agreement and publicly posted salary ranges are in place for all unionized staff members. Staff members have the right to request that HR review their compensation level and/or their job classification in accordance with prescribed policies.

More than 90% of the university's benefited workforce is unionized. Wages, hours and working conditions for these employees, as well as procedures for dispute resolution, are memorialized in the collective bargaining agreements between UMass Boston and each of the nine bargaining units that represent university employees.

The collective bargaining agreements entered into by these unions and UMass Boston are posted publicly on the university's Human Resources Department website, as is the university Personnel Policy for Non-Unit Professional Staff, which governs the terms and conditions of employment for non-union employees.

The UMass Boston Office of Human Resources (HR), which now reports directly to the chancellor as part of the campus's central administration, has undergone significant restructuring since the current vice chancellor joined the organization in 2017 and commissioned an external departmental review. This review led to the introduction of a customer-service focused HR generalist model in which each campus department has an assigned point of contact within HR to enhance communication and promote efficient resolution of issues. The external review also led to the creation of the Office of Civil Rights and Title IX (OCRTIX), a separate office comprising three staff members that also reports to the vice chancellor for human resources. These changes laid a solid foundation for the HR department's ongoing efforts to enhance the efficiency and effectiveness of its operations.

The 23 members of the HR team (exclusive of OCRTIX) provide support to all UMass Boston departments. HR oversees the key areas of labor and employee relations, talent acquisition, payroll, staff compensation, benefits, leave management, ADA accommodations, human resources information systems, professional development and performance management. The Provost's Office has primary responsibility for faculty salaries.

Financial Resources
UMass Boston's strong multi-year financial strategy, management and controls have enabled the campus to generate a positive operating margin for the past seven fiscal years despite economic and demographic headwinds. UMB addressed its previous structural fiscal deficiencies through cost reduction and revenue growth while maintaining and/or improving upon the educational and research experiences and facilities available to faculty, staff and students. Like most other public universities, UMass Boston relies primarily on a combination of state appropriation and student tuition and fees revenue to support its annual operating budget. UMB's portion of the overall University of Massachusetts state appropriation has remained stable and no changes are expected in the near future.

All UMass Boston fiscal policies are clearly stated in trustee and other documents and are implemented in compliance with ethical and sound financial practices. The UMass Board of Trustees has governance responsibility for all capital and financial management matters. Operating and capital budgets originate at the campus level and are reviewed and approved by the Board of Trustees, which requires that all campuses have a 2% operating margin for FY2025 and subsequent fiscal years. The UMass President's Office and the chancellor at each campus have delegated authority for fee setting and the allocation of resources within defined parameters.

The UMass BoT, the President's Office and campus A&F leaders adopted a framework to strengthen the university's long-term fiscal outlook, accountability, and risk management posture. The BoT is presented with quarterly updates on finances, capital plans and projects, and risk management and mitigation. Using this framework and internal campus practices, we continue to work toward strategic goals that ensure financial sustainability, mitigate risk, deliver efficient operations and ensure access and affordability to students. For more on financial planning, see Standard Two.

The university's fiscal year runs from July 1 – June 30th each year. The campus operating and capital budgets are built using the Strategic Plan as a guide, along with the updated Campus Master Plan and Energy and Carbon Master Plan. After the annual budget is adopted by the BoT each June, quarterly projections incorporate actual results to confirm or adjust the budget as appropriate to ensure that the university meets its necessary financial requirements.

The university's five-year projection is updated each fiscal year and incorporates realistic and conservative projections for revenue and expense. It is adopted by the BoT each December, ensuring that the board is well informed on the campus' plans to the necessary operating margin year-to-year.

All operating and non-operating revenues received by UMass Boston support the university's teaching, research and community service mission. Executive leadership is actively engaged in budgeting and multi-year financial planning. The campus has an annual incremental budget process that engages staff across the university in its preparation.

Since 2021, the campus has continued to bolster its infrastructure, focusing on maintaining financial stability as detailed in the mid-term and earlier in this report and with specific attention on building to a new hybrid budget model called the Beacon Budget Model "BBM" that more closely aligns revenues and expenditures. It is a data-informed tool that will provide increased transparency and predictability in managing and allocating revenue and expense, with a degree of greater local decision making and accountability that is balanced by central coordination and oversight.

Campus leadership hosts Campus Updates for the campus community each semester and such updates include a financial update so that the entire campus community can be informed about the university's finances and ask any questions that they might have about the campus' budget or financial results.

The Administration and Finance (A&F) unit is led by a vice chancellor who reports directly to the chancellor. The university controller leads the accounting organization, and the director of the Office of Budget and Financial Planning (OBFP) leads the university's budgeting and forecasting efforts and both report to the associate vice chancellor for A&F, fostering a close working relationship and streamlined financial reporting. OBFP also works closely with the Provost's Office regarding the budgeting and administration of the university's academic program. The A&F organization includes facilities management, master planning and sustainability, capital project management, and auxiliary and administrative services. Procurement and accounts payable are managed by the UMass system's Unified Procurement Services Team (UPST). The strong leadership team allows for comprehensive planning, coordinated and efficient services and informed decision-making about allocating university resources.

The campus conducted an outside review of the Office of Budget and Long-Range Planning ("OBFP") in 2017. Restructuring the positions of both the OBFP staff and Provost's Office

financial staff since this time has enabled the university to better meet its financial planning and budget monitoring needs, including the incorporation of added focus on in-year monitoring to identify potential problem areas.

The Budget and Long-Range Planning Committee (BLRP), a faculty grouping and a standing committee of the University Faculty Council, is an active participant in the consultation process for the university's financial matters. The BLRP's key responsibilities typically include reviewing budgetary issues related to new and existing programs and addressing strategic long-term areas related to student success, research impact and physical and IT infrastructure. The BLRP is active in BBM's formulation.

At year-end, the Controller's Office prepares financial statements in partnership with the university's system's controller and initiates the internal and external audit processes that are governed by the generally accepted accounting standards.

University fundraising has set records each year since 2021 both in the form of donations and the significant growth in the number and size of endowments received/established. In the past six years, UMass Boston has been the recipient of 117 new endowments.

All fiscal policies, including those related to budgeting, investments, insurance, risk management, contracts and grants, internal transfers and borrowing, fundraising, and other institutional advancement and development activities, area clearly stated in writing and consistently implemented in compliance with ethical and sound financial practices.

Information, Physical, and Technological Resources

Information Technology (IT). Information Technology Services (ITS) provides a diverse population of students, faculty and staff with reliable and secure technology, services, and solutions to continuously improve scholarship; teaching and learning; research; and business processes to enhance student success and support the mission of the university. ITS consists of 15 teams that meet the growing technology and automation needs of the university. These functional teams manage the university's technology delivery and platforms. As of the beginning of fiscal 2024, ITS operated with 88 employees, an operating budget of $16,434,075, and a capital projects budget of $390,000.

Currently, the IT Services Division (ITSD) employs 88 staff to manage IT infrastructure and services for students, faculty, and staff, as well as supporting over twenty enterprise applications, client services, network infrastructure, information security, network and security operations, educational and instructional technology, and research computing. Resources include AV hardware and software, a hardwired and wireless network, an adaptive computing lab, Makerspace, Technovator, a virtual computing lab, the Blackboard LMS (being migrated to Canvas), lecture capture, BeaconFlex (HyFlex) learning to support different teaching and learning modalities, and other teaching and learning tools. ITS offers regular training for students, faculty, and staff. The Service Desk offers daytime (Monday-Friday 9 a.m. to 5 p.m.) support via telephone, online, email, and walk-in.

The Healey Library. Access to and dissemination of knowledge are at the heart of the work of the university, and UMass Boston's library plays a critical role in achieving its instructional and research missions. In their 2016 report, the evaluation team highlighted some key areas for the university to focus on as it strives to ensure the library remains a reliable resource and information hub for our learning and research communities. In 2021, the university commissioned an external report that focused on ensuring the necessary staffing, increasing the library budget and improvement of the facility and the infrastructure. Many of the report's recommendations have since been adopted.

The library has completed a Vision for the Academic Research Library of the Future, as well as a Strategic Plan, Strategic Staffing Plan, and Space Plan. The staffing plan is updated annually. For the strategic plan, to ensure it is actively driving the library's work, each unit is holding a unit retreat, to discuss their unit goals and to plan their alignment with our overall strategic plan.

The library has added two "Beacon Booth" tech-enhanced group study rooms: Our library had no such spaces, and they were in daily demand. Bookings are monitored to estimate overall demand and plan for future needs. A One Button Studio is also being added – a DIY recording studio. It is the second most common request, after the study rooms.

Physical Facilities and Environment. UMass Boston consists of 11 buildings located on more than 120 acres on Columbia Point. The University also leases a limited amount of space at 200 Mt Vernon Street, operates a parking lot there, and operates four additional buildings at the Nantucket Field Station on Nantucket.

In 2023, a Campus Master Plan was developed to support the "*For the Times*" strategic plan. It focuses on Belonging, Openness, Sustainability and Collaboration.

An Energy and Carbon Master Plan was issued in 2023 to provide practical, cost-effective energy efficiency, electrification, on-site renewable and resiliency solutions. By implementing a range of initiatives and investments, UMass Boston aims to meet environmental mandates, significantly reduce emissions and create a sustainable campus for the future.

UMass Boston performs all regulatory safety and compliance inspections on all its academic, administrative and residential facilities as well as all research space. Life safety items such as fire alarms, emergency generators, sprinkler systems, emergency lighting and elevators are all tested and inspected regularly. Our 24/7/365 Utility Plant Operators inspect critical central utility plant equipment daily. Lab spaces are inspected for safety with the Principal Investigator quarterly. Monthly checks are done on lab waste and compliance with lab labeling. Weekly inspections occur of campus waste areas. Acid neutralization tanks are inspected at a minimum weekly. Stormwater catch basins are inspected annually. At the start of every semester our office of Environmental Health and Safety (OEHS) runs fire alarm drills in all buildings that hold classes to ensure paths of egress are sufficient, building occupants achieve a reasonable time of egress, and students learn the emergency exits and achieve timely egress.

UMass Boston's policies and procedures ensure the reliability of its technology systems, the integrity and security of data, and the privacy of individuals. We have clear policies and procedures and monitors and respond to illegal or inappropriate uses of technology systems and resources. Disaster and business continuity plans and recover policies and procedures are regularly evaluated and updated.

UMass Boston effectively uses information technology to ensure its efficient ability to plan, administer, and evaluate its program and services.

Appraisal

Human Resources

As noted above, the campus experienced significant staffing reductions during the financial challenges that arose in the 2017-2019 timeframe, and non-teaching positions were particularly affected by these cuts. Many departments have, therefore, been thinly staffed, in some cases to an unsustainable degree. Fortunately, the campus has achieved financial stability over the last few years, which has allowed for hiring levels to moderately increase to more adequately support campus operations without jeopardizing the stewardship of our financial resources.

Disruption to campus operations during the COVID pandemic created additional challenges for all employees as the university pivoted to fully remote operations beginning in March 2020. The return to on-campus operations in August 2021 was equally demanding for myriad reasons, including the implementation of the university's vaccine mandate, which required negotiation with most campus labor unions. The majority of university employees now work under a hybrid model, with some work continuing to be performed remotely. Monitoring and discussion regarding these hybrid work arrangements is—and will remain—ongoing as these relationships become more formalized and continue to evolve as we prioritize ensuring that they do not curtail service levels on campus.

More recently, the campus has enjoyed a level of financial and operational stability that should provide a firm foundation for ongoing efforts to enhance the campus climate for all community members. These positive developments are reflected in the recent creation of two new campus leadership roles. The inaugural University Ombudsperson and Director of Ombuds Services joined the university in 2023. Under her direction, the Office of Ombuds Services offers a wide range of confidential consultation and support services to all members of the university community. More recently, in 2024, the university filled the newly constituted position of Vice Chancellor for Inclusive Excellence and Belonging (IEB), a role that is expected to be instrumental in strengthening efforts to enhance the campus climate and advancing university strategic priorities.

Improvements have been made to key human resources business operations, such as talent acquisition. Guided by the hiring-related recommendation in the external review, HR reviews the job posting and hiring process applicable to the majority of positions to, among other things, ensure that candidates satisfy minimum job requirements, and that appropriate

consideration is given to all qualified applicants, including those from underrepresented populations. UMass Boston's hiring processes comply with applicable policies and legal requirements. Advanced degrees are required for faculty positions, and most professional staff roles require a bachelor's degree. Search processes are formalized, and HR works closely with hiring committees and appropriate department representatives in managing the prescribed hiring procedures. Training for search committees regarding tools for avoiding unconscious bias is available through OCRTIX.

The process for reviewing compensation and job classification requests has been significantly improved and streamlined. There had been a long history of backlogs and delays in this area, with dozens of requests outstanding at any one time; months-long turnaround times were not uncommon. This trend has been reversed by, among other things, assigning this work to the HR generalists and adopting a team-based approach to foster consistency of approach in making decisions. HR now generally has fewer than 12 requests outstanding at any one time, and turnaround time for review has been vastly reduced.

Another notable achievement regarding compensation occurred in 2022, when the professional staff's salary scale was updated for the first time in 15 years. HR designed the updated scale in consultation with an outside consultant and successfully negotiated its implementation with the relevant union. As a result, the university is well-positioned to offer more competitive salaries to new hires while maintaining a more equitable salary structure for current employees.

University employees have access to the relatively generous benefits provided to employees of the Commonwealth of Massachusetts; these include a popular defined benefit pension plan with a ten-year vesting schedule. An alternative optional retirement plan (ORP) with a shorter vesting period also is available to university employees. The university also contracts with a third-party entity, ComPsych, to provide employees with a comprehensive employee assistance program (EAP).

Overall, then, the university's human resources are comparatively stable and our related business operations are moving in a positive direction. While there is of course much still to do, our trajectory is positive as illustrated by the fact that UMass Boston was named one of America's Best-In-State Employers this year and last year.

Financial Resources

UMass Boston, like any organization, has been fiscally challenged over the last several years by the COVID-19 pandemic and the declining demographics in the Northeastern United States. The COVID-19 pandemic arrived as the campus was emerging from a period of financial challenges where the operating budget has been in structural deficit. At the time of the pandemic, the campus was on its way to achieving structural balance between revenues and expenses, increasing cash reserves and stabilized enrollment and staffing and the pandemic brought concern for the progress made.

Though COVID has receded from the forefront of fiscal stressors, the campus still has challenges. COVID-induced inflationary pressures have increased the cost of goods and services as well as driven demand for increased employee wages. A decline in domestic high school graduates has begun to reduce in-state enrollment from its peak in the fall of 2021. Out-of-state and international enrollment have helped offset the financial impact.

Since the COVID-19 pandemic, the campus' revenue growth has been attributable to 2 major items:

1. The Commonwealth of Massachusetts for its increased annual support of the campus and system with additional state funds for inflation, student mental health and financial aid along with wage and fringe-benefit support in the years after COVID-19.
2. Restructuring of the campus' tuition and fee structure that simplified and aligned course pricing structure and financial aid offerings between in person and online offerings.

This revenue growth has kept the campus fiscally stable and also able to invest in priority strategic initiatives in FY 2024 and 2025.

State Appropriation. The main allotment for the UMass System increased from $560M in FY2021 to $687M in FY2024 (23% increase). This increase played a significant role in the stabilization of the university's finances. These steady increases have funded collective bargaining parameters for Cost-of-Living increases and increases in the fringe rate, increased support for financial aid, funds for price inflation and additional discretionary funds. Additionally, selective activities have also received earmarks. The campus also was the recipient of $8M of one-time ARPA relief funds that allowed the campus to strategically use these funds to smoothly transition out of the pandemic.

The state also has provided capital appropriations to address deferred maintenance on campus as part of the statewide Critical Repairs program and sustainability efforts through funds from the Fair Share Act.

University Fundraising. In 2018 the university invested in developing a more sustained revenue source through the University Advancement (UA) Office. With the installation of a permanent chancellor and provost in 2020 and 2021 respectively, the university made significant strides in fundraising activities.

Prior to FY2019, philanthropic giving averaged around $12M annually. After a major UA reorganization, philanthropic giving and alumni engagement vaulted to record levels. In FY2018, less than 800 alumni and friends attended events; however, over the past six years that number has grown to over 3,200 alumni engaged in FY2024. Over that same period, "Total Philanthropic Achievement" more than doubled from $12M on average to upwards of $28M. This growth also tilted toward larger philanthropic investments. Between 1964 until 2018, UMass Boston secured a total of 15 commitments of $1M. In the past six years, 24 donations of $1M+ were garnered. Similarly, during the first 54 years, a total of 226 endowed funds were received, and in the past six years, 117 new endowments were established.

Until 2020, UMass Boston had never received an eight-figure commitment and had never raised $25M in one fiscal year. Under the chancellor's leadership the university garnered three commitments of $10M+, and for the past three years in a row, topped $30M annually in total philanthropic achievement. Stated differently, during UMass Boston's seven-year Just Imagine Campaign, which concluded on June 30, 2019, the university raised $114 million. In the last four years, we have raised over $121 million.

Tuition and Fee Structure Change. Changes were made to simplify the system for tuition and fees beginning in fall 2022 to align cost structure, academic calendars, and application of course waivers. The vast majority of fall and spring courses are now grouped in the "REGULAR" (REG) session and are priced the same, use one academic calendar, and apply the same rules for course waivers regardless of instructional modality. In addition to simplifying the student experience, this had a positive impact on the amount of tuition generated from these courses, helping restore it to pre-COVID levels.

There remain several programs including fully and substantially online, partnership programs, and community and executive education courses that continue to have different tuition and fee rates that provide a sustained [growing] revenue stream for non-traditional students.

Long-term Lease of Bayside Site. In 2019, the university, through the UMass Building Authority, entered into an agreement to lease its Bayside site to an unrelated developer. The developer plans to develop a mixed-use opportunity at the site. Under the terms of the agreement, the developer, subject to certain contingencies, may enter into a 99-year ground lease for an initial fixed rent up-front payment of up to $235M, with a minimum payment of $192.5M. The project is currently scheduled to be executed by the end of Q2 in FY2025. These funds, restricted to capital activities, will be used to pay off $16.9M of existing debt, $52.8M for commercial paper related to SDQD project, and the remaining $122.7M for capital projects to be planned. Overall, operating budget impact to the campus is comprised of reduced interest expense, additional interest income and amortization of the ground lease.

Research Enterprise Support. In 2020, in anticipation of the expected growth of our externally funded projects, UMass Boston engaged the National Council of University Research Administrators Peer Review Program to perform a comprehensive review and analysis of the research enterprise. Nearly 150 recommendations were accepted. (See Standard 4 for more details.)

Enterprise improvements enabled more proposals to be submitted to reach new levels of success. Sponsored Research increased 16.75% (between 2016 to 2020), from $37.5M to $44M.

Fiscal Year	Total Grant/Contract Revenue	Percent Change from Prior Year
2021	$46,079,463	5.62%
2022	$50,834,594	10.32%
2023	$61,475,540	20.93%

| 2024 | $71,392,285 | 13% |
| 2025 | $75,704,379 (projected) | 6.04% |

Integrity and Oversight. Financial and administrative policies to ensure sound business practices, integrity, and accountability for the UMass System and our campus are broadly shared, publicly posted and regularly updated, including the BoT Policies and UMass President's Office Polices and Guidelines.

State ethics and conflict of interest laws (COI) and policies are shared with the campus community annually, as well as the university's fraud policy, reporting guidelines and resources. All employees complete training for the state COI Law shortly after they are hired and every two years afterward.

UMass Boston is audited by several agencies and entities:

- KPMG LLP, our independent auditing firm, performs the annual general purpose financial audit using generally accepted auditing standards. They audit federal grants and awards under Uniform Grant Guidance (UGG). The BoT Audit and Risk Committee reviews all audits. Management letter comments and other recommendations are presented, with corrective action plans as necessary
- University Internal Audit (UIA), who reports to the Audit and Risk Committee of the BoT, coordinates and monitors all audit activity (internal and external) and reviews internal processes to ensure proper controls are in place.
- As a state agency, we are subject to periodic audits by the state auditor.
- As a recipient of federal grants and contracts, we are subject to audit by government agencies.
- Other program audits may be required by sponsoring entities, and these are performed by various auditing firms under oversight from the internal audit director.

Staff from the Budget Office and Controller's Office and UPST hold regular training sessions for the campus including campus budget process and timeline, accounting best practices, the procurement process, travel expense processing, and grant accounting.

Our finance organization is staffed with qualified professionals. All employees meet common educational and professional qualifications for university finance and budget positions.

Information Technology
In 2022 Huron consulting services completed its assessment of IT services from more than thirty-five interviews and focus groups with 68 university personnel across campus including: University Senior Leadership, Academic and Administrative Leaders, Central UMB IT Staff, Academic Distributed IT, Administrative Distributed IT, Other Key Stakeholders. The report's findings and recommendations focused on aligning the organization (completed), evolving services (in process), and implementing efficiencies (in process), and now serve as a roadmap for continuous improvement via a formal Improving IT Service Delivery project. As a result of their findings, shared with over one hundred stakeholders, the following changes were implemented:

- Governance Structure implemented to help prioritize projects, discuss strategic initiatives, and collaborate on cross functional technology implementations.
- Implementation of the "One IT" IT partners program to align and support distributed IT personnel and services.
- Financial savings associated with UNIVERSITY IT assuming centralized responsibility for procuring, deploying, supporting, and decommissioning computers for faculty/staff.

The university has made substantial and pointed investments in its technology resources since 2020. The university invested $5.5+ million between 2020 and 2024 on a complete network upgrade (wired/wireless), modernizing campus safety communications platforms, investing in/bolstering cybersecurity operations and technology, on classroom and meeting space upgrades, improving video surveillance campus-wide, implementing new emergency management technologies, and establishment of a fault-tolerant private cloud for enterprise applications.

Learning Design and Online Learning. Recognizing its critical role in the changing higher education landscape, the Learning Design Services was re-imagined to better align with the University's mission and to better serve the entire university community through partnering with faculty, students, staff, and leadership, to design and develop engaging, inclusive learning experiences that employ evidence-based pedagogy and innovative solutions to promote learner success and wellness. This has resulted in stronger online presence and assisted with increased tuition and fee revenue, and it has led to the adoption of a state-of-the-art learning management system – Canvas LMS.

The Healey Library. In August 2022, the university hired a permanent dean to lead the library. To restore the library budget following cuts in 2017, in FY22 the library budget was increased by 8.41% overall with 13% going toward restoring collections; in FY23, the library received another 6% overall increase, and a 10% increase to our collections budget, which brought the operating budget level to pre-2017 levels. In FY24, the library received an additional 13% overall budget increase with 4% focused on collections. These steady increases and investments have allowed the library to purchase significant backfiles and much needed online resources.

In addition, Healey Library has started to rebuild staffing levels. Two new positions were allocated to the new permanent dean at her hire. Additionally, positions that have been vacant have been filled. Our staffing levels are currently at 35 FTE. The library received increased funding to consistently staff public access and service desks with a mix of full-time staff and students that is best for patron interactions and staff safety.

One-Time Collection Purchases. Each year, unspent professional development funds support one-time investments for the library. Approximately $100K/year, on average has been provided to purchase new collections. In FY2024, the library purchased a collection from Wiley that included 934 titles, a massive collection that will have a significant impact on our holdings. In FY2023, the library purchased History Vault NAACP Papers database and the History Vault Black Freedom Struggle in the 20th Century database. These purchases permanently fill gaps in collections without annual subscription fees.

Library Physical Plan. We believe that maintaining a physical place on campus that is called "the library" is essential today and will be even more essential tomorrow. In 2023, a library study was begun to plan for a future library renovation. A staged process was initiated, tailored to UMass Boston. Stage 1 established a vision, assesses programmatic and physical conditions, and established the space needs for a "future learning hub." Stage 2 focused on testing the vision and program set forth in Stage 1. Stage 3 will be a conceptual design package that could be utilized to seek institutional approval and funding from identified sources.

Physical Facilities and Environment. The Facilities Department works with UMBA and DCAMM on master plan-related capital projects and supports the university's Space Planning and Capital Expenditure (SPACE) Committee. Over the past five years, the institution has added $500M worth of **physical infrastructure** as part of the 25-Year Master Plan that was adopted in 2009. Specifically, since 2021, UMass Boston performed enhancements to the physical infrastructure in the following areas:

- **Substructure Demolition and Quadrangle Development (SDQD).** This $141M project demolished and removed the buildings and plaza substructure associated with the Science Center and pool. The project has sustainable aspects, and the landscape is planted with native species and retains and cleans storm water prior to releasing into the harbor.
- **HarborWalk. I**mprovements were made to expand accessibility to the Fox Point Dock. In 2023 the HarborWalk was repaved, and lighting was upgraded to be more environmentally friendly.
- **Building Maintenance and Updates.** The campus is systematically addressing deferred maintenance and improving common spaces to make them more inviting and useful.

To help realize the values and direction set in the Campus Master Plan the SPACE Committee implemented a new capital planning process. It engages all the Deans and Vice Chancellors in thinking about the campus as a key component in our mission and vision for the future. Each unit submitted a list of capital improvements that was vetted by the SPACE Committee to determine the merits of each project and the collective impact of all the capital investments over the year. This will help ensure appropriate support for the overall direction of research, teaching and learning on the campus.

Projections

The F*For the Times* strategic plan and Campus Master Plan have provided UMass Boston with a blueprint for future growth and success. Our plans for institutional resources are aligned with these plans. Key priorities and projections include

- UMass Boston will continue to focus on maintaining a 2% operating margin.
- The university will continue to focus on key risks to the university including enrollment, financial sustainability and facilities and deferred maintenance.
- We will maintain alignment of the budget with the university's Strategic Plan and

Campus Master Plan to support the key initiatives of these plans on a multiyear basis.

- The university will continue its implementation of the Beacon Budget Model that will further enable strong alignment of resources and strategic priorities.
- The university will continue its practice of external reviews of campus services to optimize service delivery and adjust to best meet the needs of our students, faculty, and staff as needed.
- University Advancement will engage in a capital campaign designed to raise funds to continue the implementation of the university's Strategic Plan and Campus Master Plan.
- The SPACE Committee will continue to collaborate with all units on campus to optimize the use of available and assigned space.
- Academic Affairs will focus on building community and executive education offerings.
- The Office for Research and Sponsored Projects will continue with organizational adjustments to provide broader and consistent research support. Implementation of Kuali and HelioCampus Research will provide better tools for sustaining and growing the research enterprise.
- Human Resources will continue to focus on streamlining business processes and enhancing support available to all university employees.
- Human Resources will continue to focus on compensation driven in part by the need to comply with new pay transparency requirements prescribed by state law. This will include developing formal salary ranges for non-union employees. A variety of compensation items are likely to be addressed in ongoing collective bargaining between the university and its unions.
- Human Resources will continue to support the university wellness and diversity goals. HR has been intentional in expanding wellness-related programming and events in partnership with other campus offices. HR also will continue to focus on strategies to promote equity and inclusion on campus and in our hiring practices.
- Upon completion of the library building study and using the conceptual design package, a phased implementation plan regarding both funding and construction will be developed.
- The library will continue to work on smaller projects that align physical space with its overall goals.
- The library will also continue working with advancement on fundraising plans for Healey Library in preparation for the fundraising to follow the completion of the programmatic study.
- Using the Huron Assessment as a guide, IT looks to forge ahead on many fronts to add value to the services we provide.

Standard 8: Educational Effectiveness

UMass Boston provides a diverse and comprehensive approach to education that promotes learning at multiple levels including individual programs of study, academic departments, schools and colleges, and the campus as a whole. The university is proud to serve a highly diverse population of students who arrive on campus with a full range of aspirations and goals through numerous pathways as first-time students, transfer students, and returning students. As the most diverse research university in the region, UMass Boston offers a significant array of learning opportunities and approaches for our students to engage with and succeed in their learning.

Educational effectiveness at UMass Boston is driven by the campus mission and strategic plan. The overall approach to assessing educational effectiveness is a progressive work of continuous improvement that has made great strides in the last few years to better generate and use evidence to inform institutional decision making at all levels throughout the entire campus. Historically, assessment was very localized within the various programs and learning experiences that serve the students who come to UMass Boston through diverse pathways. As a result, the university has more ambitiously accelerated and expanded its focus on a more tactical, comprehensive, and coordinated approach to assessing educational effectiveness. Prior to the launching of *For the Times* in 2022, there were significant leadership transitions and major financial shifts required to steer the campus to a more stable and financially sound future (a key component of being able to design, implement, and assess continuous improvement in UMass Boston's educational effectiveness); these efforts provided a solid foundation for UMass Boston to make significant strides in this area. The progress has resulted in a number of significant improvements described below that are the cornerstones of the new campus leadership's priorities for improvements in assessment and the use of data to inform institutional decision making, particularly as it pertains to educational effectiveness.

It is important to note that in addition to the ongoing efforts to improve educational effectiveness, the COVID-19 pandemic generated a significant number of pivots for ensuring educational effectiveness through this time that was extremely challenging for the university along with the communities we serve, higher education writ large and society as a whole. Throughout the period beginning in mid-March 2020, UMass Boston shifted to a primarily remote mode of instruction in order to protect the health and safety of the campus community. Thus, for the second half of the spring 2020 semester, all campus-activities became primarily remote with some research labs and activities resuming throughout the summer of 2020 and approximately 2% of courses having some face-to-face component throughout the 2020–21 academic year. This situation necessitated generating additional surveys and data gathering efforts to assess how students were adapting to the challenges of the pandemic. These data gathering efforts were coordinated campus-wide by committees with broad representation from across the campus and have informed further educational improvement and enhancement since the campus fully re-opened in fall 2021.

Description

UMass Boston has been dedicated to making purposeful efforts to enhance academic and institutional decision making better informed by relevant and accessible data at multiple levels. Indicators of student learning, success, and achievement are aligned with the university's mission and strategic priorities. These indicators exist for all students at every level and across all academic units. The growing body of evidence on educational effectiveness at UMass Boston informs on- and off-campus constituents about the evolving strengths and areas for improvement with regard to student success and educational effectiveness. Thus, a full spectrum of key campus leaders, offices, and committees now have access to and utilize evidence of educational effectiveness through enhanced dashboards. These leaders include the chancellor, provost, other vice chancellors, the deans, and instructional development and student support units within the full range of academic units, academic support services, and student services. These individuals and groups are also essential collaborators in these assessment efforts and increasingly use results to inform their contributions to undergraduate and graduate learning.

In particular, the campus has increasingly focused on the assessment of student learning outcomes which allows faculty to evaluate the effectiveness of academic programs. Given the historical dedication of UMass Boston faculty to teaching high quality courses, learning outcomes assessment provides an important tool for program improvement. It is aiding the campus to better articulate and clarify goals for students and share those goals with students so that they may become more active partners in their courses of study. Learning outcomes assessment is also helping to facilitate improved understanding regarding which pedagogical practices and curricular programs are most effective in enabling students to achieve mastery of their programs' goals. Student learning outcomes assessment is thus intimately tied to UMass Boston's commitment to its students and their success. It is important to be clear, however, that outcomes assessment is focused on the program and not the individual level. Outcomes assessment is not the evaluation of any individual faculty member, course, or student. Rather, articulating learning goals and assessing the program's effectiveness in helping students achieve them facilitates each department or program to develop a shared understanding of its goals and how best to achieve them through data-informed decision-making and actions.

UMass Boston has certainly taken steps to refine its tools for assessment of educational effectiveness, and the overall orchestration of those tools and systematic implementation is continuing to be enhanced. The institution has made significant strides to improve its approach to assessment in ways that incorporate structural and cultural changes that (a) address pressing needs to better utilize data in decision making and (b) lay the foundation for a sustained effort to continually improve educational effectiveness. As noted in Standard 2, the Office of Institutional Research, Assessment and Planning (OIRAP) has made significant progress in developing some baseline metrics for student success, resulting in the creation of the student success dashboards though the partnership that was launched with HelioCampus in 2023 and on the OIRAP website. These dashboards provide data at multiple levels from campus-wide down to academic sub-plan but can be sorted by academic unit and a comprehensive array of student characteristics.

Aligned with the move to have better data that can be more consistently used across programs and academic units, is the move to improve the use of data for the purposes of on-campus program review. The primary vehicle used for the review of academic programs is the Academic Quality Assessment and Development (AQUAD) process, which is the UMass system's primary mechanism for academic department/program (hereafter referred to "department") review. Overseen by the UMass Board of Trustees, the AQUAD dictates an academic unit's self-assessment, external peer assessment, and internal administrative assessment processes.

While AQUAD is the primary process by which each program and department focuses in a formal data-informed review of the learning outcomes that are specific to their students, the core data that is stewarded by OIRAP informs those reviews and is utilized campuswide in a variety of consultative and decision-making forums. OIRAP is overseen by the provost but works closely with other key divisions across campus including the Chancellor's Office, Student Affairs, Enrollment Management, Athletics, Administration and Finance, and University Advancement. Within the realm of academic affairs, the Dean's Council provides a forum for decision making and coordinated guidance across academic units. The Office of Graduate Studies also supports and coordinates assessment issues through a variety of mechanisms including through regular collective sharing of information and meetings with the graduate program directors. The Office of Faculty Development uses assessment data to inform its programming, and the vice provost for SEAS ensures that academic support services are heavily involved in data-informed educational effectiveness efforts. Faculty Council is regularly apprised of key assessment issues and oversees key standing committees including the General Education Committee, the Academic Affairs Committee, the Academic Technology Committee, and the Graduate Studies Committee. Senior administration has also launched two committees to focus on student success—the Undergraduate Student Success Committee and the Graduate Student Success Committee.

UMass Boston assessment process not only measures the desired benchmarks and outcomes, but it also goes beyond examining the results in each assessment cycle. The Assessment and Student learning committee in Student Affairs does an annual review process. Working meetings are conducted to document how to improve undesired results, taking the necessary corrective actions, and then measuring the actions taken to determine if they were effective. Hence, this well-structured and systematic ongoing process has aided the institution in its continual improvement. In student services we provide service assessment within individual units. For example, every academic year the Housing Office and Dining Services Office administers surveys to gather information on the student living and dining experiences.

The Division of Student Affairs developed and maintains key performance indicators and our student life priorities under the New Voyage Plan Voyage Plan - UMass Boston (umb. edu) This plan serves as a guide to serve the UMass Boston community and lays out our intended collective actions to helps guide us in contributing to the university's strategic plan. It advances the student experience by directing staff focus, shaping culture, and guiding decision making.

The university has also administered the National Assessment of Collegiate Campus Climates (NACCC) and the National Survey on Student Engagement (NESSE) and Campus Climate within the last two years. Assessment results yield recommendations, and the implementation of improvement efforts are the starting point for institutional, school and unit planning and budgeting.

Retention and Graduation

While each of the academic programs has specific learning outcomes, the campus as a whole is monitoring key indicators of student success including first-year retention, four-year graduation rates, and six-year graduation rates for undergraduate students, as well as retention and graduation rates, along with time-to-degree for graduate students. These data are augmented by cyclical assessment of student engagement and tracking of alumni outcomes.

Over the last three years, the key indicators for retention and graduation have been relatively stable with slight year-to-year variations after taking a dip during the COVID-19 pandemic. For example, first-year retention of undergraduate students has hovered between 72% and 73%. There have been similar patterns of relative consistency for the four-year graduation rate and the six-year graduation rate. The campus has worked to make the following improvements in the domain of student success as of the most recent full-year data from the 2023-24 academic year:

- Six-year graduation rate for first-time full-time freshmen (FTFTF) is at 52% for the 2019 cohort.
- Four-year graduation rate for FTFTF has steadily remained around 26% over the past several years.
- At the level of graduate education, UMass Boston has been looking at completion rates (defined at 150%time using the IPEDS definition), which have ranged from 69%to 72%for master's degree programs where the average time to degree has consistently remained at 2.0 years. At the doctoral level, first- to second-year retention rates have been consistently at 93% to 94% and though graduation rates have recently dropped from 46 % to 37 %, a potentially concerning data point that is being closely monitored as we move through the pandemic. The average time to degree completion for doctoral students has ranged between 5.2 and 5.4 years. The data for first professional programs indicates a graduation rate ranging between 75% and 71% over the last three years.

There is clearly work to be done to improve these outcome indicators. The changes in the AQUAD process along with enhanced collection and analysis of other data points (see below), and ongoing enhancements have all been developed with a keen focus on how best to improve student success indicators as an important key outcome of educational effectiveness.

Pathways to and through UMass Boston: Honoring our history and mission of engaging students, faculty, and staff from diverse backgrounds with compelling yet often overlooked

and underrepresented life experiences, UMass Boston is dedicated to collaborating with local educational institutions to provide multiple access points to higher education. We offer early college programs for high school students and conditional admission programs. UMass Boston offers [TRIO and bridge programs](#) designed to prepare students for college, expose them to collegiate-level academics, and guide them throughout their academic journey.

Early College and Innovation Pathways (New Skills Boston) are college-preparation and career-exploration programs intentionally designed to empower students traditionally underrepresented in higher education. Students referred to this early college program engage in a general education curriculum where the goal is for them to complete 12 college credits with a 2.75 or higher GPA. Upon successful completion of their first semester, Pathway students are admitted to UMass Boston. In this program, students receive mentoring, advising, and a full curriculum on university literacy skills through a one-credit course.

Our three TRIO Talent Search Programs identify and serve disadvantaged young people who have the potential for education at the post-secondary level and encourage them to continue and graduate from secondary school and enroll in programs of post-secondary education. These programs provide participants with rigorous and nurturing academic courses; tutoring; community service and leadership opportunities; college- preparatory workshops; academic, college, and financial aid advising; career exploration; and cultural enrichment during the school year and a six-week summer residential program. TRIO Upward Bound Math-Science is an intensive year-round academic program that strives to increase the number of low-income and first-generation college bound students who enroll in and complete higher education programs, majoring in mathematics, the sciences, and computer science.

SSS is a national educational opportunity program, funded through a grant from the U.S. Department of Education. UMass Boston's SSS program has been continuously funded since the program's inception at the university in 1980. The UMass Boston SSS program serves 500+ first generation, low-income students and students with disabilities who have matriculated at the university. Over 90% come to the program through a special admissions summer program, Directions for Student Potential (DSP), and represent the diversity of the campus.

Home to the English Language Program (ELP), Directions for Student Potential (DSP), and Pathway, Pathways and Multilingual Programs work with students to build foundational college academic skills and provide resources to holistically prepare them for college life, serving students from various cultural and linguistic backgrounds through research-based practices. With a commitment to racial equity, inclusiveness, and multilingualism, the programs strive to build community and foster students' sense of belonging through a cohort model and extracurricular activities. English instruction that helps students learn and perfect their language skills while preparing them to succeed in a university setting. DSP is an alternative mission program that assists students in building their skills for university study through an academically intensive six-week pre-matriculation summer session. DSP students' complete courses in writing, mathematics, university skills, and an elective delivered through a culturally sustaining curriculum that honors students' knowledge and

experiences and participate in workshops and community building activities that aim to foster a sense of belonging to our campus and its community.

Academic Advising, Academic Support Services and Career Success: Providing campus-wide academic advising that is asset-based and well-coordinated is crucial for promoting equitable student outcomes. It stands out as one of the most impactful ways to tangibly display our appreciation for the diverse cultural, racial, gender, social class, ability, linguistic, and experiential backgrounds of our students, along with the strengths they contribute to our university community.

UMass Boston provides comprehensive, proactive academic advising to its undergraduate students. Each undergraduate student is assigned a professional academic advisor based on their college or program. Students must meet with an advisor at least once per semester before enrolling for the next semester and are encouraged to meet with advisors regularly for support in other areas including major and minor exploration and declaration, internship and job search, resume and cover letter review, referrals to academic support services, and guidance on graduate school, both accelerated master's programs at UMass Boston and programs outside of our institution. Several programs utilize faculty advisors who contribute specialized knowledge about major courses, research opportunities on campus, and are a key resource for students as they form their plans post-bachelor's degree.

In the Fall of 2022, Academic and Career Engagement and Success (ACES) in the Office of Student Access, Equity and Success (SEAS) successfully launched an integrated, student-centered advising model aimed at supporting academic and career success while honoring students' cultural wealth. Alongside our comprehensive career services, which include interview preparation, resume, and cover letter assistance, and networking events, we offer continuous support tailored to enhance both academic achievement and career readiness. Our diverse range of programs includes career exploration initiatives such as assessments, workshops, and guided conversations, designed to help students clarify their professional goals and navigate various career paths aligned with their interests and skills. ACES launched a new website aimed at streamlining information and resources for students.

The campus engaged in a year-long process to better coordinate and align advising across all advising teams. This included the development and implementation of an Advising Case Management System (that incorporates shared tools, advising notes, dashboards, and data) used by all advisors on campus, the creation of a new shared framework for orientation and professional development for all advisors, and improved strategic and operational vertical and horizontal coordination of all academic advising activities.

Academic Support Services
The Center for Academic Excellence (CAE) in SEAS embodies a commitment to nurturing student success through essential support services rooted in the student academic needs. By integrating these resources seamlessly into the academic experience, UMass Boston underscores its commitment to equipping students with the tools and support necessary to excel academically and thrive in a competitive global landscape.

In all undergraduate majors and colleges, UMass Boston students have access to academic coaching and peer tutoring services provided by the Center for Academic Excellence (CAE). Tutoring is available for over 150 courses in the College of Liberal Arts, College of Management, College of Science and Math, and Manning College of Nursing and Health Sciences. Academic coaching is conducted by CAE staff and supported by CAE peer mentors.

Graduate and undergraduate students in all programs have access to Writing Center services, which include individual writing consultations at any point in their writing process, workshops, curated resources, and access to writing groups facilitated by trained peer consultants. These consultations are available in person or remotely and include evening and weekend hours.

UMass Boston has also re-launched the University Assessment Council (UAC). The UAC is charged with serving as both an advisory body to the provost and a resource for the university's academic and co-curricular programs by providing support, recommendations, and guidance regarding how best to implement and utilize learning outcomes assessment. In doing so, the UAC engages in highly consultative processes of iterative and collaborative engagement with key stakeholders involved in designing and delivering our academic and co-curricular programs. More specifically, the UAC serves to coordinate and facilitate cross-campus learning by collecting and synthesizing information that may be appropriate for various units, and facilitating conversations to analyze collected information. Each assessment is largely driven by the needs of the unit and conducted within the unit. Academic programs work with the UAC to identify the scope of work that addresses both programmatic needs and aspired outcomes, as well as strategic institutional goals and vision.

The UAC is designed to operate on a sustainable multi-year assessment and feedback cycle to allow for meaningful findings, analysis and follow up. UAC will share findings and feedback with the academic units and help to design pedagogical, curricular, and policy reforms based on these findings, with the shared aim of continuous improvement. The UAC will also provide an annual report to the provost on its AY-specific efforts, findings, and contributions.

Specific supports include:

- Helping programs to refine useful frameworks for assessment that focus on providing outstanding and equitable student and community experiences;
- Facilitating program- and college-level conversations around assessment to collaboratively interpret results and discuss curriculum and policy changes based on these analyses;
- Facilitating work with programs to continually improve program learning outcomes, curricular innovations, and assessment practices;
- Leading efforts to weave assessment work and results into the fabric of UMass Boston's mission and strategic plan, thereby framing assessment reports to external accreditation entities;
- Recommending pragmatic strategies for improving the collection, sharing, and use of learning outcomes data;

- Coordinating sharing of data within Academic Affairs and with other relevant divisions on campus; and,
- Providing annual updates on continuous improvement of learning outcomes.

The UAC is composed of a Core Council and sub-committees that will address specific areas. The Core Council's work will be institutional in scope and includes participation from administration, faculty, and staff with expertise in assessment, while the sub-committee participants have local knowledge and awareness of the particular focus area under review. The UAC will be led by two co-chairs – one representative from the faculty and the Director of Assessment and Planning. The UAC is committed to supporting a continuous improvement model in which members listen and engage in discourse with and across programs and collectively develop plans for ongoing assessment and success.

In particular, it is UMass Boston's highest priority to address the ongoing achievement gaps in its at-risk student populations. The Strategic Plan, and all of the efforts driven by our number one strategic priority, Holistic Student Success, are focused on and driven by improving achievement gaps. For example, the restructuring of Academic Support Services into SEAS, the investment in the HelioCampus data dashboards, the coordination and alignment of academic advising along with the implementation of the Advising Case Management System, and expansion of pathways of success to and through UMass Boston (such as Early College) are all examples of major initiatives focused on the reduction of achievement equity gaps.

<div align="center">

Appraisal

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Improving Educational Effectiveness
The improvement of collection, dissemination, and use of data to inform institutional decision making and improve educational effectiveness is the foundation for a number of key activities and approaches to developing a more cohesive, coordinated, and sustained approach to improving educational effectiveness across the entire campus.

Each year UMass Boston not only assesses its alignment with its mission but also sets annual goals for the campus that make manifest the ongoing, dynamic nature of the work required to fulfill its purposes.

- In the academic year 2021-2022, UMass Boston began research and deliberation to shape the university's strategic plan for 2022-2032. Within this process, a sub-committee dedicated to Holistic Advising and Support Services was formed under the Strategic Planning umbrella. The primary aim of this sub-committee was to evaluate existing advising practices across campus and propose enhancements for better alignment. This effort resulted in six recommendations emerging, which were presented to institutional leadership, and they are still under review and consideration.
- The advising community is working to address navigational challenges and disjointed advising. The provost convenes a regular meeting with deans and advising directors

to align procedures and processes for advising. Advisingffices are now using the same note–taking system and appointment booking systems.

- The Director of Advisor Development position was created to help align advising across campus and to support the onboarding and training of all academic advisors and advising adjacent positions.
- One area of success is the reputation of our Honors College, which provides intellectually engaging seminars and other educational and co-curricular opportunities for our top students.
- The university shifted the admissions functions from the Graduate Studies Office to our Enrollment Management Office. This allows the office of graduate studies to focus on graduate student success.
- ACES led efforts to deliver academic and career presentations in over 90% of the first-year seminar (FYS) courses. ACES conducted pre-and post- surveys to establish baselines for student learning outcomes. Post-assessment results show approximately 90% of students agreed to strongly agreed that after the presentation, they understood how their values and academic studies connect to multiple career paths, they felt confident in registering for classes, and they knew how to find and read their degree audits.

Table 1:

Spring 2023 First- and Second-year Students with Career Appointments by Advising Office

Percentage of Advisees Career Appointments
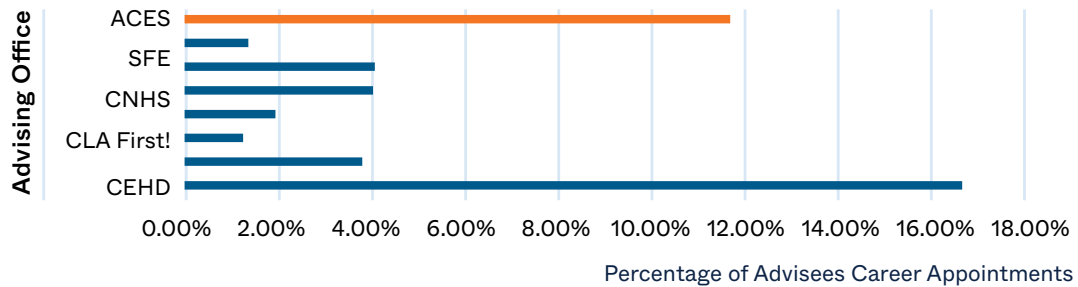
Table 2:

Advising Office Catergory	Change in Number of Career Advisees from Fall 2022 to Spring 2023
ACES	+51%
Non-ACES	+13%
Overall	+19%

- Every academic year, ACES hosts a minimum of nine major career events, reaching

around 2,641 students. In Fall 2022, this marks a notable increase of 905 participants compared to the previous year, with all events conducted both virtually and in-person.

- In its fourth year, the Professional Apprenticeship Career Experience (PACE) program has shown significant growth. We have facilitated 182 apprenticeships across three terms (spring, summer, and fall). Additionally, we incorporated the Career Launch curriculum, aimed at enhancing social mobility for BIPOC students, into the PACE Success course (INTR-D 291).
- After completing the Career Launch course through the PACE program:
  - 96% of PACE students reported reduced anxiety about their career and post-graduation life.
  - 92% felt more prepared to search for jobs and internships.
  - Students engaged in an average of 2.65 career conversations per week.
  - 87% reported significant gains in understanding how to build relationships with professionals.
  - 96% felt that learning professional etiquette and strategically creating social capital increased their likelihood of completing their program/degree.
- In terms of bridge and pathway programs, there are a number of indicators of progress and success:
  - 71% of SSS participants were in Good Academic Standing (2.0 higher) during the 2022-23 academic year.
  - 85% of SSS participants either graduated or were retained in 2022-23.
  - 66% of the 2017 SSS cohort graduated within six years (by 2023), compared to 49% of all first-time first year students of the same cohort.

As noted previously, the university has refined the AQUAD process and tools in order to better evaluate programmatic learning objectives and the program's evidence of its students' achievement of those objectives, as well as promoting the program's integration of its analyses into ongoing programmatic improvement. The other data collection efforts support AQUAD and provide a shared foundation to address educational effectiveness at the individual student level. To this end, the university has developed numerous targeted initiatives to promote student progression and increase student engagement. These efforts have heightened the university's ability to respond to unique students and student populations and their individual circumstances and build systems and structures to support student success in their educational pursuits.

The data from the multiple sources described above have indicated some key areas for attention that have generated significant activity aimed at improving educational effectiveness at UMass Boston across the entire campus. The description of activities below focuses on campus-wide initiatives that cut across the specific programmatic improvements driven by AQUAD. These are works in progress that we have recently begun and that need to be more fully developed, but they are evidence of the types of data- informed strategies that UMass Boston is aggressively pursuing in order to enhance educational effectiveness. Key activities include:

Early-warning Predictors

Given concerns about the challenges associated with improving retention, it became clear that students needed proactive outreach. Thus, a series of retention campaigns using early-warning predictors supported by analytic technology were introduced, including:

- Salesforce Customer Relations Management (CRM): Salesforce technology can now be used by advisors to communicate with students about early alerts (see below) and provide targeted outreach to students who have not yet registered for the fall semester. This tool enables advisors to more easily manage their caseload of students, reducing administrative burden and providing real-time data and facilitating proactive student communication.
- Early alerts: In fall 2018, the university launched an initiative in which faculty provide mid-term feedback on student performance to enable additional encouragement and support for students. More than 8,000 early alerts were provided to over 5,000 unique students by 170 faculty members in the pilot effort.
- An additional 7,000 alerts were provided in the spring during the second implementation of this initiative. Feedback has been very positive from students, advisors, and faculty.
- Predictive analytics: Using 10 years of historical data, Civitas Learning developed a predictive analytics system to identify at-risk students before they experience consequential academic difficulties (or, conversely, on the occasion of a particularly successful semester) and provide a platform for advisors to communicate proactively with them. For example, 2,000 students were sent a "kudos" message by their deans because they did well academically, to increase their sense of connection to the campus.
- Registration campaign: Spring 2019 and fall 2019 semesters saw UMass Boston create campaigns using text messaging, email, and phone calls to urge students to register, to offer support for removing registration holds, and to provide advising support in choosing classes.

Removing Barriers to Academic Progression

Student data also identified the need to remove barriers to student progression that transcended any one particular program or area. Thus, the following initiatives have been launched:

- Reducing course bottlenecks: An intentional effort to eliminate course bottlenecks and increase access to critical gateway courses assisted students with on-time progression. $600,000 was reallocated in the Fall 2018 semester to ensure that the university's largest-ever first-year class would have access to required gateway courses in English, math, and the sciences.
- Micro-grants: The university invested in micro-grant programs designed to support students facing financial crises. 100 students received approximately $65,000 in funding. Students who received one small retention grant (less than $500) were 10% more likely to return for the spring semester than similarly situated applicants who did not receive funding.

- Reducing DFW rates: The university's math department undertook an effort to address the high DFW rates in introductory math classes, nationally a barrier to progression and graduation. They strengthened and expanded supplemental instruction for struggling students, examined the relationship between placement exam scores and course grades, increased coordination across sections of large multi-section courses, and launched a spring pilot in the gateway calculus course.
- Need-based financial aid: Student clearly indicated that financial challenges were inhibiting their ability to remain enrolled or dedicate time needed for academic work. Thus, need-based financial aid (exclusive of merit aid) was increased by 4% in FY19, which was larger than the university's rate of tuition and fee revenue growth of 0.8%. This represented an increase of about $800,000 over FY18, for a total spend on need-based financial aid (exclusive of merit aid) of nearly $22 million.
- Significant attention has also been given to undergraduate advising effectiveness through common practices, tools, and metrics.
- Common tools: Salesforce CRM enhances advisors' day-to-day student support activities, enabling advisors to take and reference notes on student interactions, collaborate across offices as students progress in their careers, and manage the advising workflow by creating and assigning tasks.
- Consistent caseloads: The university rebalanced the allocation of advisors to each college, ensuring that resources are spread more equitably across our campus and that advisors in different colleges are managing similarly sized caseloads. These efforts have resulted, for example, in three new full-time advisors within the College of Science and Mathematics, where student-to-advisor ratios significantly exceeded the target (based on national best practice) of 300:1.
- Common survey metrics: The university's college advising directors collaborated in the development of a common survey tool designed to gather feedback from students on their interactions with advisors.

Improvements in Writing Proficiency

UMass Boston has been developing an alternative writing proficiency for undergraduate students. This initiative was led by the associate vice provost for academic support services and was driven by data that arose through the AQUADs and ongoing examinations of general education (Gen Ed). Beginning in 2016, multiple academic units came together to discuss the Writing Proficiency Exam as defined by the General Education Program and the use of portfolios for assessment. As a result, it was concluded that:

- Participating departments cannot agree upon a common rubric for writing proficiency assessment across the Gen Ed and major programs.
- The Gen Ed Writing Proficiency Rubric does address the writing proficiency goals of the major programs with modifications.
- Major programs value the goals of the writing program in the Gen Ed curriculum, but they are concerned that the skills needed in their individual programs are not sufficiently developed, namely grammar, spelling, and organization.
- Each major program was asked to develop their own assessment project that included:

- Goals for the assessment project,
- Signature courses where writing occurs,
- Rubric for writing proficiency in their discipline, and
- Mechanism for assessing student artifacts: number of artifacts, who would evaluate them, and the evaluation process.

As a result, the Writing Proficiency Requirement subcommittee of the General Education Committee approved the use of an e-portfolio to be used to evaluate the writing proficiency of students at the conclusion of their Intermediate seminar. Over the next three years, the Electronic Writing Assessment Portfolio (EWRAP) was piloted and implemented as a means for expanding and improving the assessment of writing on campus.

Greater attention has also been given to support for graduate student writing. The Graduate Writing Center (GWC) has strengthened outreach and engagement and increased its tutorials an average of nearly four % per year since 2015. In the last academic year alone, the GWC provided 1,156 hours of tutoring to more than 200 students.

Reducing Equity Gaps
Above all, reducing gaps in the equitable achievement of educational outcomes is an ongoing challenge. This was made even more challenging by the COVID-19 pandemic and its ripples effects, which had disparate impacts on the communities we purposefully serve with pride. Yet, these broader inequities make it all that more important that we accelerate progress in existing equity gaps.

The data inform us that there are inequities, and they manifest themselves in important ways:

2015b Cohort - 4-year (9 terms), 6-year (13 terms), and 8-year (17 terms) Graduation Rate First-time Students
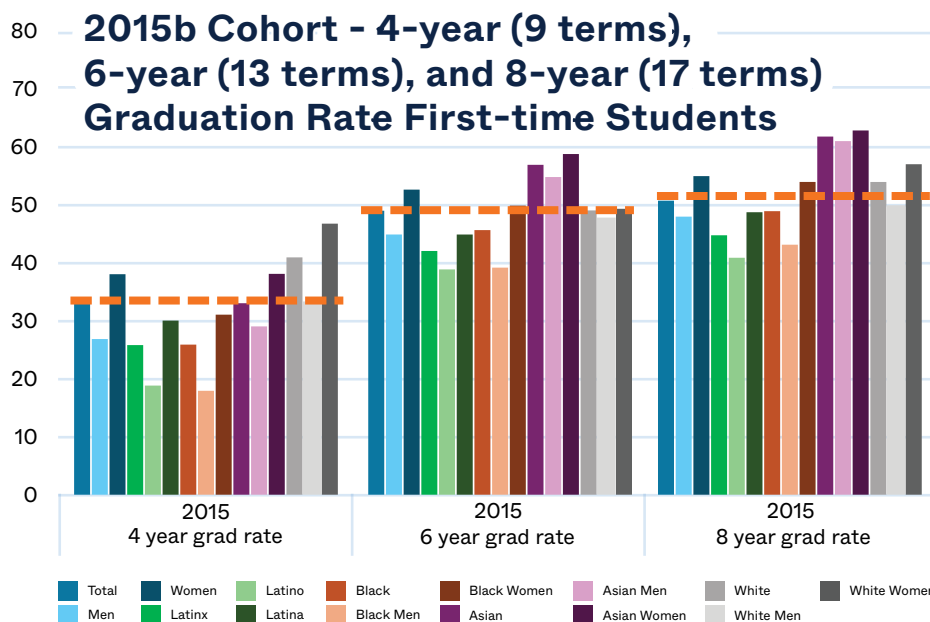
Source: HelioCampus Student Success Dashboard om 10.08.2024

There are inequities in 4-year graduation rates.

- These inequities narrow in 6- and 8-year graduation rates.
- The 4-year graduation rate of black students is 7 percentage points lower than the total. However, the 6-year graduation rate for black students is only 3 percentage points lower than the total, and the 8-year graduation rate is only 2 percentage points lower.

We have begun to have a much better understanding of some of the inequities in numerous indicators, such as one year retention rates. The dashboards inserted below provide an exemplar of first year retention trends for both first-time full-time new students and transfers.

One Year Retention — First-Time-Full-Time Students

		2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Asian	F	93	88	86	87	83	85	85	82	83	90	85	84	78	81
	M	74	88	84	86	83	82	80	81	78	77	84	84	80	76
Black	F	83	88	81	91	82	80	81	80	76	84	80	70	74	75
	M	85	80	61	84	83	83	76	78	74	77	70	72	72	70
Latino	F	72	77	85	79	80	84	81	76	74	77	73	74	74	70
	M	83	70	75	80	74	72	75	60	67	76	69	64	71	64
2 or More	F	76	83	60	71	73	76	77	64	71	76	73	70	70	73
	M	65	82	69	77	67	67	43	59	70	78	70	76	75	71
White	F	71	77	73	75	77	78	76	78	75	75	74	71	74	66
	M	68	71	70	72	70	73	68	71	75	68	71	71	69	68
All	F	77	81	79	82	79	80	80	78	76	79	76	72	74	71
	M	72	77	76	78	75	77	74	73	74	72	73	72	72	69
All	All	75	79	78	80	78	79	77	76	76	76	75	72	73	70

One Year Retention — Transfers

		2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Asian	F	83	90	85	83	86	91	83	75	89	88	95	91	92	90
	M	84	90	88	77	85	90	73	75	93	96	75	90	96	90
Black	F	69	83	85	89	78	74	76	83	78	77	77	79	75	74
	M	74	79	84	81	70	87	81	80	80	80	67	78	74	62
Latino	F	88	75	90	78	81	89	76	76	85	74	78	81	69	80
	M	84	77	70	78	69	78	79	74	65	71	79	71	74	76
2 or More	F	70	78	71	67	73	94	100	84	68	73	95	85	74	85
	M	67	43	62	76	75	88	87	86	75	92	83	60	67	60
White	F	78	78	80	88	82	84	79	80	84	88	84	85	83	88
	M	82	80	76	78	77	82	72	76	76	83	74	77	73	78
All	F	78	80	83	84	82	84	79	81	83	81	84	84	80	82
	M	81	80	79	78	76	83	75	78	78	80	74	77	76	75
All	All	79	80	81	82	79	84	77	79	81	81	80	81	78	79

Source: HelioCampus Student Success Dashboard on 10/08/2024

- >=5% above overall average
- 1-5% above overall average
- Equal to overall average
- >=5% below overall average
- 1-5% below overall average
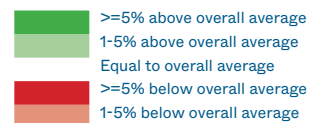
Thus, while we have a much better understanding of the equity gaps, and we have made considerable progress in implementing new strategies, policies, and infrastructure to improve student success, we must ensure that all of this significant concerted time and effort over the last two years is translating into meaningful and tangible progress.

Projections

As articulated in the strategic plan, holistic student success is the top priority for UMass Boston. Yet the data show that we have much work to do and the lingering impacts of the COIVD-19 pandemic along with numerous socio-economic inequities that particularly impact our students, have made this a challenge to overcome. Going forward UMass Boston is dedicated to improving student success.

Key foci include:

- First and foremost, improving core measures of student success – specifically retention and graduation rates.
- Each college/school now has a college-specific retention rate, and each of them are implementing specific student success strategies to improve those rates.
- We must continue utilizing our improved and still expanding data capacity to better inform institutional decision-making. This effort requires continuing to build the student success dashboards and coordinate a student success team at the highest levels of campus.
- We are looking to better measure and improve social mobility and graduate outcomes for all students.
- In addition to improving student outcomes, we are focusing on the student experience as part of holistic student success.
- As Early College continues to develop, ensuring that this is an effective pathway to success for those students.
- Program Learning Outcomes are robust and well developed in some academic programs and need improvement in others. The launch of the UAC is intended to be a powerful vehicle to ensure continuous improvement across all programs for all students.
- General Education needs renewal and we will be launching a campus-wide effort to engage in such renewal in a way that provides for a more relevant General Education for all undergraduate students that supports improved program-specific outcomes in line with our mission.
- We will continue to further enhance and develop our dashboards to include tools that will improve the scheduling of curricular offerings and class schedules to better optimize student progress and learning.
- DFWI rates, particularly in Math, remain a significant barrier and we are addressing this issue through improvement assessment, curriculum, pedagogy, and student support.
- We are continuing to expand our Early Alert System, the use of our Advising Case Management System, and the overall coordination and alignment of advising. Next

steps include providing better professional development for all advisors, including faculty, to better meet student needs that are being identified through the data collected from ACM.

- We are re-aligning our annual reports for academic units to be more coordinated with the improved data strategy, the work of the UAC, and the AQUAD cycles of review.

Taken together, these and the many other initiatives described above will help us to make further progress in the area of educational effectiveness. In particular, it is UMass Boston's highest priority to address the ongoing achievement gaps in its at-risk student populations.

Standard 9: Integrity, Transparency, and Public Disclosure

UMass Boston subscribes to and advocates high ethical standards in the management of its affairs and its dealings with students, prospective students, faculty, staff, its governing board, partner organizations, external agencies, and the public. Through its policies and practices, the institution endeavors to exemplify the values it articulates in its mission and related statements. In presenting the institution to students, prospective students, and other members of the public, the institutional website (www.umb.edu) provides information about student success that is complete, accurate, timely, readily accessible, clear, and sufficient for intended audiences to make informed decisions about the institution. In addition, the university works to continually update and improve accessibility to this and other priority information.

Description

Integrity

UMass Boston endeavors in all its dealings and with all of its constituents to both encourage and enforce its expectations of honesty, civility, and respect as foundational tenets of its community. Furthermore, as an institution of higher education, safeguarding the principles of free expression and exploration of ideas is paramount to not simply supporting, but promoting the diversity of our students, faculty, and staff. The university, therefore, routinely assesses and updates core policies and procedures meant to ensure that these expectations are not only commonly understood but also consistently enforced and actively embraced.

As set forth by the Massachusetts General Court (Chapter 75, Section 1), UMass Boston is a public institution of higher learning of and for the Commonwealth and thereby is required to adhere to all federal and state regulations requiring nondiscrimination in education and employment. In addition to federal and state regulations, however, the UMass System and UMass Boston itself have established further guidance and policies to promote honesty, integrity, and civility within our community, such as a conflict-of-interest policy, policies on conducting ethical research, as well as policies even more specific to the expectations of conduct for our faculty, staff, and students.

The Office of Human Resources at the university has well-established policies to safeguard our general community and promote their fair and equitable treatment. HR works closely with the respective faculty, staff, and graduate assistant unions to further support the university's specific campus constituents in their unique roles and responsibilities within the community. In addition to HR, the Office Inclusive Excellence and Belonging works specifically to promote equity, diversity and inclusion in both education and employment at UMass Boston and provides ongoing trainings for the university faculty, staff, and students. Specific policies pertaining to faculty are further articulated in the Academic Personnel Policy, UMass Amherst and Boston or "The Red Book."

UMass Boston strives to maintain consistent, multi-modal outreach to ensure constituents stay informed and be heard. In addition to sending weekly newsletters and bi-weekly "Beacon Times" updates to the community, UMass Boston offers bi-annual, hybrid campus-

wide updates to address major programs, initiatives, and the financial outlook for the university. The open sessions include live Q+A sessions with campus leaders. The university meets all federal regulations regarding its posting of the annual security report. An audit was conducted over the past year by the UMass President's Office to confirm that policies and processes met all requirements.

<u>Transparency</u>

UMass Boston takes pride in its transparency and provides readily accessible information across the university's website as a way of openly showing honest and accurate data in all areas that connect to prospective and current students, including admissions, grading, appeals, complaints, and student discipline. Furthermore, UMass Boston shows transparency in additional areas, with in-depth information on a variety of areas, available for the public, including information related to employment as well as easily accessible data and documents focused on the university's policies, financial standing, and outcomes for graduates as well as the achievements of faculty. Transparency is threaded through the fabric of UMass Boston's website, helping current students and prospective students to make informed decisions while providing valuable data about the institution to the public.

In 2023, UMass Boston's [Division of Marketing and Engagement](#) launched a new university-wide website—www.umb.edu—to provide our students and constituents easier access to important information about the university. The new university website replaced a site that had completed its expected lifespan and could not be significantly improved to meet the university's primary objective of making information more readily available and easier to find, particularly for students and prospective students. The site, accessible to all, features portals for the university's primary audiences—students, parents and families, faculty and staff, and alumni—providing direct access to the most sought-after information for each audience in just a few clicks. This includes ready access to, for example, student resources and support services, housing and student activities, tuition and fees, financial aid, campus resources for faculty and staff, and ways to support the university for alumni. UMass Boston believes this enhanced navigation and ease of use furthers our efforts toward sustained and greater transparency.

An example of the university's commitment to transparency at the deepest levels is UMass Boston's [Office of Institutional Research, Assessment and Planning](#) (OIRAP), the primary source for official campus statistics, complying with federal, state, and university reporting standards and requirements. The office regularly conducts student surveys and special research studies in support of university policy formation, assessment, and accountability. OIRAP is a clear window to university data, providing access to detailed data on admissions, enrollment, retention, graduation, ethnicity, and faculty composition, among others. The office also publishes annual fact sheets, student body profiles, and alumni survey reports that provide valuable information for current and prospective students looking at employment sectors where UMass Boston alumni work as they explore careers. OIRAP's trove of data and reports open to the world the facts and figures—statistical makeup and history—of UMass Boston.

The [Office for Advising Excellence](#) at UMass Boston is committed to empowering students and advisors across campus by providing clear and easy access to advising connections, academic resources, and tools needed to both define their goals and achieve them. The advising website provides a menu of options for students at all stages of their education to more comfortably request and access assistance. Committed to a collaborative approach when advising students, UMass Boston believes providing this gateway to access important advising information—and avenues to success—reflects its priority of being very transparent about the advising processes to help students to be continually informed about their education.

Similarly, [Student Employment Services](#) (SES)and the [Academic and Career Engagement and Success Center](#) (ACFSC) have committed to demystifying student employment processes and career opportunities and outcomes after graduation with robust websites providing resources and data. SES strives to align students with jobs that help them pay for college while focusing on their studies. For new students, finding employment can be daunting. SES's website transparently provides information on various types of student employment and a compendium of resources—from eligibility and hiring to paperwork, conduct, and rest period wage guidelines. Likewise, ACFSC provides a clear window on student outcomes for current and prospective students to see. Its website includes a database on UMass Boston's graduates' success, with top employers and starting salaries, which can be sorted by year, college, and major.

UMass Boston takes great pride in its accomplished faculty and believes they are high among the reasons prospective students seek out the university and why current students remain enrolled. Faculty are committed to UMass Boston's mission as an urban research university, and they excel teaching in the classroom and doing research in labs or wherever their work takes them. Faculty members' academic accomplishments are highlighted in detail on the website, under their department, which includes their achievements, professional publications, and contributions, as well as headshots and contact information. Faculty and their accomplishments are also often highlighted to the campus community and beyond via news stories and social media.

Public Disclosure

UMass Boston is committed to providing updated information about the university to its public, including information that is compliant with the public records law.

Because UMass Boston is a public institution, it is governed by Part I Title X Chapter 66 of the Massachusetts General Laws, the Massachusetts Public Records Law. As such, UMass Boston has a designated records access officer, who is responsible for ensuring compliance with the public records law, including:

- Assisting persons seeking public records;
- Assisting the custodian of records in preserving public records in accordance with all applicable laws, rules, regulations, and schedules;
- Preparing guidelines that enable a person seeking access to public records in the custody of the agency or municipality to make informed requests regarding the availability of such public records electronically or otherwise.

The public records access officer has responded to over 100 public records requests. The UMass Boston website provides information regarding:

- The accreditation and institutional status, university catalog, educational obligations and responsibilities, mission and objectives, and educational outcomes.
- Procedures for admissions, transfer credits, attendance or withdrawal, student fees and related financial information.
- Educational opportunities, academic programs, faculty information, student body characteristics, student retention, and campus information.
- Academic services, policies, and requirements, institutional learning and physical learning, and institutional goals for students' education.
- UMass Boston also uses specific systems and communication methods to share ongoing and updated information to the campus community:
- *For the Times*: UMass Boston Strategic Plan News: In September 2022, UMass Boston released a 10-year strategic plan that identifies five strategic priorities that provide the framework to structure the university's work. In 2024, a strategic plan news site was created to share articles that show how the university is making progress on each strategic plan priority.
- UMass Boston emails: The university utilizes its email messaging system to provide ongoing and updated information regarding institutional changes that impact students, faculty, and staff. This includes campus technology updates, public safety alerts, parking and transportation notices, campus community meetings, and more.
- UMass Boston website: UMass Boston has continued to make advances in its public disclosure efforts, aided by a full website redesign (umb.edu) in 2023 that has created a more modern and user-friendly interface, and restructured publicly facing information. The site is updated with the latest financial forms, policies and procedures, budget information, and quarterly and annual reports regarding institutional aid and related announcements.
- Office of Institutional Research Assessment and Planning (OIRAP): Information regarding enrollment, student graduation, student retention, and other pertinent data is publicly available via dashboards, which are updated regularly in conjunction with the Division of Marketing and Engagement. The office also provides statistical portraits on university admissions.

Appraisal

Integrity
The university has initiated a number of initiatives and processes to ensure the ongoing integrity and the delivery of its mission. For example, UMass Boston's development of a new strategic plan allowed for a comprehensive, university and community-wide process to develop strategic mission, values, priorities, and commitments for the future of the university. Both the plan and the process that engendered it have given diverse stakeholders the opportunity to further define the centrality of integrity and equity in our processes and decision-making.

As we continue to align resources with our shared goals, UMass Boston has begun implementing the new Beacon Budget Model. Using a hybrid form of an Activity-Based Budgeting model, the model will create more transparency and local control within the budget process, allowing faculty and administrators to be more planful. The model, principles of the process, and examples from other institutions, are posted for review by the community. The initiative started in fiscal year 2022, and a parallel budget process will continue for 2024 and 2025 while the new model is tested and evaluated.

The university has recently worked to bring both clarity and equity to various processes. Specifically, the Academic Integrity policy has undergone review, resulting in a new website launched in 2023 that provides consolidated resources for both faculty and students regarding the policy. Additionally, there is student guidance meant to provide education around the topic and how to understand and navigate the principles of integrity in academic work. The Code of Conduct for students was reviewed in the 2021/2022 academic year with a focus on equity, both in the language used throughout the code as well as an increase in restorative justice practices to address conduct violations.

In tandem with academic integrity initiatives, the university has redoubled efforts to ensure the highest level of research integrity among faculty, students, and grant administrators. The Office of Research and Sponsored Programs has enhanced its abilities to promote integrity in research and track instances of violations of university guidelines. A new associate director of OSRP Research Compliance and Integrity has created a system for requesting and receiving reports concerning research practices via the university's Maxient case management system.

While working to bring clarity and equity to policies is always a focus, the university also strives to meet its compliance requirements as well. Updates to the university's Title IX (TIX) regulations occurred in 2021 and updates were prepared to comply with 2024 updates, pending legal challenges. Additionally, TIX staff continue to receive ongoing training, both to meet compliance with federal regulations but also to equip staff with up-to-date methods and information for investigations and adjudication processes.

Transparency and Public Disclosure
The launch of the new university website along with the creation of improved data dashboards have significantly increased internal and external transparency. The new website also provides highlights and updates regarding the progress of the implementation of the strategic plan. The website and the dashboards continue to be updated in form, function, and content. Transparency and public disclosure are areas of strength for the university.

Projections

UMass Boston will continue to uphold its responsibilities in terms of integrity, transparency, and public disclosure. Continuing to enhance the transformed website will remain an ongoing priority along with building better data dashboards to inform internal and external constituencies of UMass Boston's performance in all strategic areas.

Appendix

- Affirmation of Compliance with federal requirements of Title IV
- E-Series forms on Student Achievement and Success
- NECHE Financial Forms
- Most recent audited financial statements
- List of supporting documents available in the workroom or provided electronically

NECHE

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS
RELATING TO TITLE IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

1. **Credit Transfer Policies**. The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (NECHE Policy 95. See also *Standards for Accreditation* 4.29-4.32 and 9.18.)

URL	1. https://www.umb.edu/admissions/transfer-students/transfer-credit/ 2. https://catalog.umb.edu/content.php?catoid=49&navoid=7876#Transfer_Credit
Print Publications	
Self-study/Fifth-year Report Page Reference	Self-study p. 38-39; Fifth-year Report p. 9-11, 22-23

2. **Student Complaints**. "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 5.18, 9.8, and 9.18.)

URL	https://www.umb.edu/campus-life/current-students/policies/
Print Publications	
Self-study/Fifth-year Report Page Reference	Self-study p. 56; Fifth-year Report p. 34

3. **Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit.. The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (NECHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification	The university requires each student to log in using a unique username and password. For enhanced security and identity verification, two-factor authentication is enforced using the Microsoft Authenticator app.
Self-study/Fifth-year Report Page Reference	Self-study p. 33 Fifth-year Report p. 23

4. **FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment:** The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (NECHE Policy 77.)

URL	https://www.umb.edu/about/accreditation--rankings/
Print Publications	Dorchester Reporter, 2/6/2025
Self-study Page Reference	1

The undersigned affirms that t h e U n i v e r s i t y o f M a s s a c h u s e t t s B o s t o n meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: _____   Date: _____

March 2016, June 2020, August 2021

E-Series Forms: Making Assessment more Explicit

Option E1: Part a. Inventory of educational Effectiveness Indicators

Degree program	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
The School for the Environment					
Community Development, BA	Program webpage: https://www.umb.edu/academics/program-finder/community-development-ba/	• Specific courses: Some of the learning objectives are tied to specific courses, for example research methods and quantitative skills. For these specific courses, student exams and papers will be reviewed on a rotating basis. • Capstone assessment: The capstone project serves as a final indicator of a student's achievement of program learning outcomes. The capstone	The following types of data are collected and discussed by the Undergraduate Program Committee: • Assessments of Learning Outcomes through specific courses, capstone projects, and the annual SFE symposium. These assessments will be collected by the Undergraduate Program director annually and will be reviewed by the Undergraduate Program Committee on a rotating	The Community Development program has been better aligned with the Environmental Studies and Sustainability BA degree program with a significant emphasis on racial, societal, and environmental equity.	AY 2023-24 AQUAD

		instructor will provide an evaluation of each capstone project completed in the semester and how it meets the learning outcomes. Example capstone projects will also be reviewed Undergraduate Program Committee. • Annual SFE symposium: The SFE symposium provides an opportunity for undergraduate students to present their independent study or capstone projects. Each year the undergraduate program director will review these projects during the symposium to assess which learning outcomes are demonstrated in these projects.	basis (one program evaluated each year). • Testimonies from students are collected informally during advising or through course evaluations and brought up to the attention of the undergraduate program director through the Personnel Committee or through faculty members. • Testimonies from Faculty are collected during faculty meetings and the annual retreat and if needed, the undergraduate program committee is tasked with following through on requested investigations or changes.		
Environmental Sciences, BA/BS -Earth and Hydrologic Sciences Track -Environmental Policy and Management Track -Environmental Science (General) Track -Marine Science Track	Program webpage: https://www.umb.edu/academics/program-finder/environmental-sciences-ba/ https://www.umb.edu/academics/program-finder/environmental-	• Specific courses: Some of the learning objectives are tied to specific courses, for example research methods and quantitative skills. For these specific courses, student exams and papers will be reviewed on a	The following types of data are collected and discussed by the Undergraduate Program Committee: • Assessments of Learning Outcomes through specific courses, capstone projects, and the annual	A specific focus on advising (by faculty in addition to our Director of Undergraduate Advising) as well as an encouragement for authentic experiences such as internships and research experiences has resulted from assessments. Also, a more consistent thread	AY 2023-24 AQUAD

sciences-bs/	rotating basis. • Capstone assessment: The capstone project serves as a final indicator of a student's achievement of program learning outcomes. The capstone instructor will provide an evaluation of each capstone project completed in the semester and how it meets the learning outcomes. Example capstone projects will also be reviewed Undergraduate Program Committee. • Annual SFE symposium: The SFE symposium provides an opportunity for undergraduate students to present their independent study or capstone projects. Each year the undergraduate program director will review these projects during the symposium to assess which learning outcomes are demonstrated in these projects.	SFE symposium. These assessments will be collected by the Undergraduate Program director annually and will be reviewed by the Undergraduate Program Committee on a rotating basis (one program evaluated each year). • Testimonies from students are collected informally during advising or through course evaluations and brought up to the attention of the undergraduate program director through the Personnel Committee or through faculty members. • Testimonies from Faculty are collected during faculty meetings and the annual retreat and if needed, the undergraduate program committee is tasked with following through on requested investigations or changes.	between interdisciplinary learning towards our transdisciplinary approach in graduate school has been reached. Finally, cross-listed undergraduate/graduate elective offerings as well as the initiation of the accelerated BS/MS track in ENVSCI has allowed a better cross-fertilization of the undergraduate and graduate student populations within SFE allowing for scaffolding and near-peer mentoring.	

| Environmental Sciences, MS
-Thesis Track
-Non-Thesis Track | Program webpage:
https://www.umb.edu/academics/program-finder/environmental-sciences-ms/ | • Successfully passing our core courses in Coasts and Community, 1 Social Science and 1 Natural Science course and Statistics.
• Participating for 1 year in seminar course.
• Presenting their thesis/project in either a poster or oral defense.
• Writing a thesis or project that is reviewed and approved by their committee.

Proposed exit interviews or surveys of all graduate students. | SFE Graduate Committee reviews annually. Advisors and doctoral committees assess student progress at least annually. | The Core Curriculum has shifted starting in 2015 with SFE developing a new 8 credit, 2-semester-long Coasts and Communities team-taught core course replacing 3 disciplinary courses (2 natural science and one social science). This resulted in a large shift in the emphasis in learning towards transdisciplinary problem-solving that has been adapted by many SFE faculty in their now more transdisciplinary research. The students appreciate the strength of this approach and are finding advantages of their skill set when applying for a wide-range of job after graduation. | AY 2023-24 AQUAD |
| Environmental Sciences, PhD | Program webpage:
https://www.umb.edu/academics/program-finder/environmental-sciences-phd/ | • Successfully passing our core courses in Coasts and Community, 1 Social Science and 1 Natural Science course, and Statistics, participating for 2 years in a seminar course and taking additional elective courses for at least 16 more credits.
• Writing and publicly defending a dissertation proposal and passing comprehensive exams. | SFE Graduate Committee reviews annually. Advisors and doctoral committees assess student progress at least annually. | The Core Curriculum has shifted starting in 2015 with SFE developing a new 8 credit, 2-semester-long Coasts and Communities team-taught core course replacing 3 disciplinary courses (2 natural science and one social science). This resulted in a large shift in the emphasis in learning towards transdisciplinary problem-solving that has been adapted by many SFE faculty in their now more transdisciplinary research. The students appreciate the | AY 2023-24 AQUAD |

		• Orally presenting and defending their dissertation. • Orally or in writing presenting their results to the larger scientific community (publications in journals or presentations at national/international conferences) • Write a dissertation that is reviewed and approved by their committee. • Exit interviews or surveys of all graduate students.		strength of this approach and are finding advantages of their skill set when applying for a wide-range of job after graduation.	
Environmental Sciences Professional, MS	Program webpage: https://www.umb.edu/academics/program-finder/environmental-sciences-professional-ms/	• Successfully passing core classes in environmental policy/management, environmental science, business economics/management, communications and statistics or GIS. • Completing an internship or COOP in which you communicate goals, strategies, methods and learning outcomes that you encounter.	SFE Graduate Committee reviews annually. Advisors and doctoral committees assess student progress at least annually.	The major issue with delivering this program is that these working students need evening classes to accommodate their work schedules, and traditional full-time students prefer day-time classes. We have slowly shifted some of our offerings to late afternoons and evenings to accommodate these needs.	AY 2023-24 AQUAD

		• Exit interviews or surveys of all graduate students.			
Environmental Studies & Sustainability, BA	Program webpage: https://www.umb.edu/academics/program-finder/environmental-studies-sustainability-ba/	• Specific courses: Some of the learning objectives are tied to specific courses, for example research methods and quantitative skills. For these specific courses, student exams and papers will be reviewed on a rotating basis. • Capstone assessment: The capstone project serves as a final indicator of a student's achievement of program learning outcomes. The capstone instructor will provide an evaluation of each capstone project completed in the semester and how it meets the learning outcomes. Example capstone projects will also be reviewed Undergraduate Program Committee. • Annual SFE symposium: The SFE symposium provides an opportunity for undergraduate students to	The following types of data are collected and discussed by the Undergraduate Program Committee: • Assessments of Learning Outcomes through specific courses, capstone projects, and the annual SFE symposium. These assessments will be collected by the Undergraduate Program director annually and will be reviewed by the Undergraduate Program Committee on a rotating basis (one program evaluated each year). • Testimonies from students are collected informally during advising or through course evaluations and brought up to the attention of the undergraduate program director through the Personnel Committee or through faculty members. Testimonies from Faculty are collected during faculty	The undergraduate program committee considers faculty and student testimonies gathered informally or requested followed course evaluations and may make curriculum change recommendations. For example, it came to our attention that some of the learning goals of the 1-credit seminars in our Environmental Studies and Sustainability BA were not being met. This resulted from student comments on evaluations and instructor concerns about the workload and online format of one of the courses. We discussed the objectives of these seminars over several meetings and redesigned the curriculum for these courses, removing one of the seminars and making one of them 2 credits.	AY 2023-24 AQUAD

		present their independent study or capstone projects. Each year the undergraduate program director will review these projects during the symposium to assess which learning outcomes are demonstrated in these projects.	meetings and the annual retreat and if needed, the undergraduate program committee is tasked with following through on requested investigations or changes.		
Marine Science & Technology, MS	Program webpage: https://www.umb.edu/academics/program-finder/marine-science-technology-ms/	• Successfully passing two of four oceanography classes (biological, physical, chemical or geological) and Statistics. • Participating for 1 year in seminar course. • Presenting their thesis/project in either a poster or oral defense. • Writing a thesis or project that is reviewed and approved by their committee • Exit interviews or surveys of all graduate students.	SFE Graduate Committee reviews annually. Advisors and doctoral committees assess student progress at least annually.	No significant changes except as mentioned above, the ENVSCI (transdisciplinary) and MARSCI (multidisciplinary) options allows students two somewhat different approaches for learning while accommodating similar potential research topics.	AY 2023-24 AQUAD
Marine Science & Technology, PhD	Program webpage: https://www.umb.edu/academics/program-finder/marine-science-technology-phd/	• Successfully passing three core courses in either biological, chemical, physical or geological	SFE Graduate Committee reviews annually. Advisors and doctoral committees assess student progress at least annually.	As this program has shifted from the Intercampus Graduate School of Marine Science and Technology to a primarily campus-based implementation,	AY 2023-24 AQUAD

		oceanography and Statistics and participating for 2 years in a seminar course and taking additional elective courses for at least 16 more credits. • Writing and publicly defending a dissertation proposal and passing comprehensive exams. • Orally presenting and defending their dissertation. • Orally or in writing presenting their results to the larger scientific community (publications in journals or presentations at national/international conferences) • Write a dissertation that is reviewed and approved by their committee • Exit interviews or surveys of all graduate students.		a significant overlap between the electives offered for both ENVSCI and MARSCI students has resulted. Additionally, a number of adjunct faculty now play critical roles in the MARSCI program as advisors as the core SFE faculty are spread thin. The transdisciplinary core of the ENVSCI program and the more traditional multidisciplinary core of the MARSCI degree offers a nice contrast and choice for a diversity of student learner.	
Sustainable Marine Aquaculture, Certificate	Program webpage: https://www.umb.edu/academics/program-finder/sustainable-marine-aquaculture/	Our first graduates are finishing the Certificate. Student evaluations are used to ensure courses are relevant and achieving	The Sustainable Marine Aquaculture Committee and the SFE Curriculum Committee reviews annually.	We are still developing new courses for the certificate and re-negotiating our MOU with 5M, the company in Scotland that manages the on-line	AY 2023-24 AQUAD

| | | course learning objectives. Students' successful placement in the Aquaculture industry will be good evidence that our certificate contains useful and practical knowledge and skills.

Exit interviews or surveys of all graduate students. | | platform through which courses are delivered. The increasing #s of students and development of new courses is a sign of progress. | |

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
The School for the Environment				
Urban Planning & Community Development, MS Planning Accreditation Board (PAB)	May 2023	• Develop an initial strategic plan • Increase the robustness of student learning assessment • Improve learning related to graphic communication technical skills and • Improve learning related plan creation and implementation	1. Strategic Planning and Progress A. Strategic Plan B. Programmatic Assessment C. Accreditation Review D. Public Information 2. Students A. Student Quality B. Student Diversity C. Student Advising, Services, and Support D. Student Engagement in the Profession 3. Faculty A. Faculty Quality B. Faculty Diversity C. Faculty Size D. Engagement with Students E. Research, Scholarship and Other Creative Activity F. Professional Involvement, Community Outreach, and Civic Engagement G. Professional Development 4. Curriculum A. Guiding Values B. Required Knowledge and Skills of the Profession C. Electives D. Student Learning Outcomes Assessment E. Instructional Delivery and Scheduling F. Facilities G. Information and	2028

			Technology	
			5. Governance A. Program Autonomy B. Program Leadership C. Communications D. Faculty and Student Participation E. Promotion and Tenure F. Grievance Procedures G. Online Integrity	

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
College of Liberal Arts					
Africana Studies, BA	Program webpage. https://www.umb.edu/ academics/program-finder/africana-studies-ba/	New revisions to the major now include three major courses to ensure learning outcomes, including a 100-level course introducing them to the Black experience; a follow-up 200-level course focused on analytical thinking and writing; and a 400-level capstone to produce a major project using learned analytical and writing. An approved semester-long Internship can also suffice.	The Chairperson and the Curriculum Committee	Major revisions have been proposed for both the Major and the Minor due to an inconsistency found in key course offerings and an absence of courses focused on writing improvement, theoretical and research skills, and a final capstone seminar for producing a major paper or project.	AQUAD review AY 2015-2016.
American Studies, BA	Program webpage. https://www.umb.edu/ academics/program-finder/american-studies-ba/	In a required Capstone course, students use secondary sources to carry out analysis of primary sources; Apply interdisciplinary methods of historical and formal	Since our last AQUAD the American Studies Department has deployed an ad hoc curriculum committee to review and process final work	One major outcome of this process is a developing clarity about the need to refresh out gateway course (American Studies 100, "American	AQUAD review AY 2020-2021

		analysis in order to demonstrate ability to research, synthesize, and communicate evidence and conclusions about change over time; Work competently with a variety of sources and media to demonstrate the comparative focus of the American Studies approach to understanding the diversity of answers to the question, "What does 'American' mean in local, national and global contexts?"	submitted to our gateway course and our capstone course each semester. Instructors are required to submit major projects completed for these classes that they considered to have reached each major grade benchmark ("A" grade papers, "B" grade papers and so on). The two members of the ad hoc curriculum committee read the papers submitted in a "blind" fashion: i.e. they don't see the students' names, or the grades given. They then offer a broad evaluation of the work in terms of the grade they expect it received and where they would have made suggestions for improvement, additional work, etc. After exchanging comments with each other on all the submitted work, the two members of the curriculum committee then write brief summary reports to submit to the chair who reviews the reports with an eye for information on how well the objectives of the gateway course, the capstone course, and the overall trajectory of the major are being met. Twice a year the chair brings these results to a department meeting for discussions of curricular changes needed, overall department vision, and for the	Identities") with respect to the generational framework it follows. We have begun this process, and it will be a major focus we approach in and through our next AQUAD review. We have recently submitted a proposed change that would add AMST 101: Popular Culture in America, as a gateway course option for majors and minors, reflecting the current strengths of our program. In a less measurable, less formal way, all regular TT and NTT colleagues in the department make granular changes to their courses with an eye to addressing shortcomings and opportunities revealed by this process of curricular reviews. The chair and the core faculty continue to explore how to communicate these findings to colleagues hired to teach individual core courses in the departments as they take on the heavy burden of teaching new preparations and developing appropriate course materials.	

			purpose of sharing ideas about best pedagogical practices, assignments, and evaluative strategies.		
American Studies, MA	Program webpage. https://www.umb.edu/academics/program-finder/american-studies-ma/	• Independent study/directed reading that culminates in prospectus and annotated bibliography • Seminar assignments, e.g. papers, proposals, presentations, archival work, primary source/cultural text analyses • Writing seminar where students workshop their in-progress final projects • Final project	• Faculty grade seminar assignments • Peer-review and workshops in courses and proposal writing seminar • Faculty guidance and feedback during independent study/directed reading that leads to prospectus • Final project goes through multiple drafts with feedback from at least two faculty members, including the GPD	• The prospectus process for second-year students has been streamlined with a standard format that provides students with a detailed outline • Writing seminar incorporates elements of professional development, e.g. journal submission, conference abstract writing, etc. • The department has opened conversations about alternate routes to final project completion, e.g. oral histories, curriculum units, hybrid scholarly/creative projects	AQUAD review AY 2020-2021
Anthropology, BA	Program webpage. https://www.umb.edu/academics/program-finder/anthropology-ba/	Capstone course, curriculum mapping, introductory entrance/exit questionnaires (now retired), alumni surveys. For master's students: research thesis, thesis defense, field school performance, alumni surveys.	Curriculum Committee, Department as a whole (especially during AQUAD reviews). For master's students: Graduate Program Committee.	Redesigning and better standardizing introductory/theory/capstone courses as our benchmark courses, increasing department conversation about learning outcomes, adding new learning outcomes regarding professionalization and careers. For master's students: adding non-credit mini courses, tightening up the thesis process.	AQUAD review AY 2019-2020
Historical Archaeology, MA	Program webpage. https://www.umb.edu/academics/program-	In addition to success in the core classes there are two major reviews of student outcomes	The entire Graduate Program Committee, which consists of all faculty who teach in the	Our most important recent changes include efforts to assist students with the development	AQUAD review AY 2019-2020

	finder/historical-archaeology-ma/	during the degree process. These consist of a master's thesis proposal and a master's thesis. At the end of the first year or beginning of the second all students submit a thesis project statement or thesis proposal. The project statement is more preliminary and allows students to present some basic thesis ideas to show a research direction. A thesis proposal is more formal and answers a series of guided questions to describe the potential thesis. Once a proposal is approved students undertake a master's thesis as their capstone. This culminates in a public defense presentation open to faculty, staff, and students.	graduate program, reviews and comments on all thesis project statements and proposals. This is an especially broad evaluation of student progress and outcomes by all of the program faculty, and results in a written evaluation provided to each student. The Masters' thesis is developed with a faculty mentor and reviewed by a committee of at least three faculty that is chaired by the mentor. Each student gives a public defense that includes a presentation structured like a professional conference paper, a question-and-answer period with the entire audience, and a private examination with the three committee members.	and completion of their capstone proposal and thesis requirements. We have created a proposal mini course that runs during the spring term, as well as a thesis project statement option that is less formal than a proposal and creates an opportunity for significant faculty feedback earlier in the thesis process. Lastly, we have developed a post-proposal progress review form to encourage structured meetings between students and their mentors, and to document an annual assessment of student progress towards degree completion.	
Applied Linguistics, MA	Program webpage. https://www.umb.edu/academics/program-finder/applied-linguistics-ma/	Capstone Exercise: After completing their core and ESL/FL concentration courses, Applied Linguistics students must successfully complete the Capstone Exercise. The Capstone Exercise is the culminating and integrative experience of students' educational program in Applied Linguistics. It is an application activity in which students discuss theoretical issues and current research related to a prompt and apply them to practice and language in use. Prompts are visual, spoken,	All faculty members are involved in assessing the students' essays. Each capstone is read by two faculty members. Every year all faculty members participate in a calibration exercise to adjust the evaluation rubric.	We have changed our Comprehensive Exam into a Capstone Exercise, making it more meaningful for students, removing the high-stakes aspect and focusing on having students demonstrate their knowledge in theory and practice. We have reviewed our curriculum and have been aligning courses both with learning outcomes and with capstone exercise. We have made changes to our courses in terms of projects and papers. Right from their first class in the Program, students are assigned	AQUAD review AY 2018-2019.

		aural or graphic documents that touch upon some specific language use matters related to identity, culture, language acquisition, etc. Students draw on the literature from their core and concentration courses and any other courses they may have taken as electives to broaden the topic and examine it critically as an expert addressing laypersons.		papers that include analysis of their experienced viewed through a variety of lenses	
Applied Linguistics, PhD	Program webpage: https://www.umb.edu/academics/program-finder/applied-linguistics-phd/	Since we started the Program in Fall 2017, no student has graduated yet (three cohorts in progress: 15 students). Progress is measured by completion of Qualifying Paper, acceptance in Dissertation Proposal Seminar, and eventually defense of proposal and dissertation. Two students completed their doctoral course of study and defended their dissertation in spring 2023. Four more may be completed in December or in May.	Two faculty members evaluate each student's Qualifying Paper. Timeline: By the beginning of the 3rd year; At the end of their 2nd year (fourth semester); By the end of their 1st week of class it the Fall semester; By the end of the 2nd week of class.	We made sure that the Qualifying Paper Seminar takes place once students have completed all coursework. We changed deadlines in order to make sure that every student has the opportunity to revise and resubmit before the start of the spring semester during which they enroll in the Dissertation Proposal Seminar.	New program, not reviewed yet.
Art, BA	Program webpage. https://www.umb.edu/academics/program-finder/art-ba/	In recent years, the Art Department has pursued a biannual exit-level Student Outcomes Assessment. For the AY2018-2019 review we relied on an analysis of two 300-level	A committee of faculty from both sides of the department – studio art and art history – is formed to interpret student written work. These are usually the professors who are teaching	By analyzing performance on major writing assignments – art history research papers and studio artist statements – we feel that we are gaining a more complete picture of certain	AQUAD review AY 2016-2017. Current AQUAD review is ongoing in AY 2024-2025

		art history courses and the Studio Capstone course since these courses allow us to analyze the performance of many Art majors at the end of their time at UMass Boston. We selected two competencies and their related learning outcomes as the focus of our assessment (one competency differed from the last biannual assessment). Then, we analyze major writing assignments from these courses – art history research papers and studio artist statements. We may revisit the idea of conducting both entry-level and exit-level assessment, as well as dividing our analysis more clearly between students focused on studio practice and those students mainly focused on art history.	advanced studio (Capstone) and art history courses (300-level) in the Spring semester. As mentioned above, we have focused on a couple competencies and related learning outcomes for each assessment and used writing assignments from these advanced classes to gauge student achievement. For the last few assessments, we have used a simple system (1 = poor; 2 = competent; 3 = above average; 4 = excellent) to rate and then characterize student performance in relation to the selected learning outcomes.	consistent strengths and weaknesses of our majors. While overall, our students successfully achieve the measured competencies and related learning outcomes, there is still room for improvement. In recent years, our findings have helped especially in the advising process by encouraging students to pursue a particular sequence of courses or to fill in their historical knowledge by taking specific art history courses, etc. Also, for our last assessment, we decided to indicate whether English was the second language of the student (ESL). We were curious whether these students might need extra attention in terms of writing and oral communication. Overall, the process continues to be productive!	
Asian Studies, BA	Program webpage. https://www.umb.edu/academics/program-finder/asian-studies-ba/	The Capstone course ASIAN/MLLC 488L, *The Idea of Asia*, serves as the department's main outcomes assessment apparatus for the Asian Studies major. This has two aims. First, the course is designed to be a thoroughly transnational, pan-Asian look at discourses inside and outside of Asia about what "Asia" as a region means. The class challenges students through difficult readings that speak to	The instructor of capstone course assesses the evidence; if there are any areas of concern, other department faculty are consulted. For the East Asia track, students' progress in intermediate/advanced language courses is monitored. As part of AQUAD we drafted a new list of learning outcomes, which has not been finalized or published:	Capstone assessment tools have been adjusted to better understand student performance. Further analysis will be undertaken as part of the department's post-AQUAD curriculum review.	AQUAD review AY 2022–2023

		the fundamental core of what "Asian Studies" signifies. As such, our majors are asked to grapple with the most philosophical, timely, and incisive questions that lie at the heart of the discipline. Assessing the extent of students' understanding of such questions is an important task in gauging the success of the major curriculum at the conceptual level. Second, as a venue for outcomes assessment, the students are asked to showcase the tools and skills they should have learned throughout the course of their major: close readings of texts, critical analysis, oral presentation and groupwork, and research-based writing making effective use of primary and secondary sources.	• General understanding of what distinguishes key regions and peoples of Asia, and how these relate to each other. • General understanding of how forces such as trade, colonialism, migration, globalisation, political systems, and conflict have shaped modern Asia • Understanding of how multiple disciplinary perspectives contribute to shaping knowledge of Asia • Advanced knowledge concerning one or more country or region of Asia • The ability to effectively engage with primary sources in analytical writing, with sensitivity to their historical contexts • The ability to gather secondary sources on a given topic, identify their genres and disciplinary perspectives, and evaluate their contributions • Effective written		

			• communication on topics in Asian Studies • Ability to conduct research on a topic in Asian Studies • Competence in presenting research and analysis		
Classical Languages, BA Classical Studies, BA	Program webpages: https://www.umb.edu/academics/program-finder/classical-languages-ba/ https://www.umb.edu/academics/program-finder/classical-studies-ba/	Aside from the GPA, we work with our majors in small seminars, both in classical languages and in classical studies, and can gauge their progress in class discussion, oral reports, exams, short papers, and longer research papers. In particular the Capstone courses, Classics 387, "Golden Age of Athens" and Classics 388, "Golden Age of Rome," which limit enrollment to fifteen, emphasize interdisciplinary study, close reading, and research. These courses have resulted in research presented at the Undergraduate Research Day.	The department is too small for an Assessment Committee, but long-term faculty have worked closely in sharing ideas about improving learning outcomes.	The large-lecture course on "Greek and Roman Mythology" has, in AY 19-20, started using more informal writing assignments, in addition to the essays that are already assigned. These give students a chance to engage with the texts before they write a formal essay. This works as a stepping-stone to the formal essay, and seems to have resulted in better writing, although it entails a greater time commitment on the part of faculty. Student work in the "Golden Age" courses confirms the importance of those courses in giving students a chance to synthesize ideas about a variety of sources. A rewrite of the capstone paper is a mandatory part of the process, enabling the instructor to bring all papers up to the desired standard for upper-level research. Above all, these small seminars offer a counter to the large-lecture experience of so	AQUAD review AY 2021-2022.

				many of our other courses. The teaching of Latin has relied extensively on the active use of Latin—speaking and writing in Latin, not just translating it. The has led to a higher level of engagement among our Latin students, and those who reach our higher-level language and literature classes are able to read and appreciate the literary language with special facility.	
Latin and Classical Humanities, MA	Program webpage. https://www.umb.edu/academics/program-finder/latin-classical-humanities-ma/	Passing grade in the MTEL in Latin and Classical Humanities, which is required of all graduate students; passing grade in the Latin and/or Greek translation exam; and one other exam which assesses student's knowledge of Latin/Greek literature and literary history and Latin pedagogy.	The MTEL is graded by graders selected by an organization independent of UMB; The exams are graded by qualified tenured faculty	The "Methods of Teaching Latin" course has been updated to reflect recent advances in pedagogy and field-teachers' experiences; the immersive component of graduate level courses has gradually increased, in line with the commitment to active pedagogy.	AQUAD review AY 2021-2022
Communication BA	Program webpage. https://www.umb.edu/academics/program-finder/communication-ba/	1.) Capstone course. This research and writing intensive seminar focus on a particular problem, issue, or technique in the study of communication, approached from a variety of disciplines and perspectives. Students must earn a C- or better in the class. 2) In course evaluations for every course, students are asked, "What are some of the most important things you learned in this	TT faculty lead the senior seminar and evaluate completed projects each semester. Course evaluations are reviewed by the department chair and the DPC. Exit survey data are reviewed by the chair.	Comm105 was added as a required course for all Comm students, after evaluation of Comm480 student presentations showed students needed additional preparation for making professional presentations; Comm480 grade requirement of C- or better was added as a baseline of foundational knowledge in our field. The required number of department electives was changed from 3 to	AQUAD review during AY 16-17 (its first review since creation of the major in Fall 2013).

		course?" and "Which readings, activities and/or assignments did you find the most useful, and why?" 3) In Exit surveys, students are asked "How well do you feel the Communication Department prepared you for your future career or further education? Please elaborate."		4 for comm majors. Student-workers are hired to manage department social media accounts. Their job responsibilities include introducing potential communication career opportunities to students. Our SLIII takes the role of the Internship director to help students benefit more from their internship experience.	
Critical Ethnic and Community Studies, MS	Program webpage. https://www.umb.edu/academics/program-finder/critical-ethnic-community-studies-ms/	CECS aims to develop critical understanding and action skills for students with diverse career goals, providing a core of shared knowledge while enabling students to tailor the programs to meet their particular interests. The core set of knowledge and skills that CECS students develop in the program include: 1) understanding of the contributions of identity, culture, and representation for the process of adaptation of individuals and groups and in the development of vibrant transnational and diasporic communities; 2) understanding of the processes of community formation and development necessary to act in support of the development of healthy immigrant communities; 3) understanding of the complex interconnections among global,	The program's Capstone Project is an opportunity for students to integrate and apply their learning from the curriculum to a real issue or challenge of the student's choice. The goal is for students to synthesize, integrate, and demonstrate the learning, skills, and competencies they have acquired through the production of a CECS related project and/or paper that is transdisciplinary in its approach and of tangible benefit and relevance to a community partner or a marginalized cultural community in general or through an internship experience that offers benefit to a community partner, in the short term (through internship hours) and longer term (through agreed upon deliverables). The capstone project is central to	The capstone is developed and conducted under the direction of a Capstone Committee, who guides the student in developing their capstone idea and conducting the capstone, helping the student tailor the capstone to their interests and goals, and providing necessary guidance for the capstone to address the requirements of the CECS program. Projects must be clearly outlined in our proposal form and approved by the capstone committee, CECS director, and community partner(s) as relevant. Ongoing modifications occur through a process of internal program review and assessment by Curriculum Committee based on challenges, opportunities, or new environmental factors. These changes are recommended to the core faculty and approved	AQUAD review AY 2023-2024

| | | national, and local processes; 4)Students develop proficiency in the processes and methods necessary for working across disciplinary and cultural boundaries to effectively engage with community teams working on engagement, empowerment, and activism to support the development and maintenance of healthy, diverse, and just communities. Foundational skills are tailored to student goals and interests such as the planning and development of culturally competent services, appropriate advocacy for policies and political rights, community program development and evaluation, qualitative or quantitative research, human services programming, dispute resolution, curriculum development, cultural expression and production, or human rights advocacy. understanding of causes and consequences of inequality, systemic racism, patriarchy, and other forms of oppression. | developing the capacities that will support each student's unique professional development goals and employment opportunities. The capstone reflects a minimum of 6 credits of graduate level work. It is typically completed in the last two terms of the program (usually fall and spring terms of your second year). Students must have completed CECS 610, 622, and 623 and a total of 6 courses that count towards the degree prior to beginning their capstone proposal. While the capstone may be completed within a single semester of 6 credits, most students will spend a full year on their capstone and participating in the capstone seminar, carrying 3 credits in the fall and 3 or 6 credits in spring of their second year. All capstone projects, regardless of form should represent an equivalent of 20 hours of work per week over a 15-week period (one academic semester) or 10 hours of work per week over a 30-week period (one academic year). These hours are in addition to the required Capstone Seminar course (3 credits per semester). | collectively. These changes are then reflected in the program Handbook, advising, and associated forms. | |

| Economics, BA | Program webpage. https://www.umb.edu/academics/program-finder/economics-ba/ | Students are also required to take capstone courses where they are expected to apply the skill sets and economics tools they learned in core and elective courses.

We are also working on refining our learning outcomes assessment as required by our last AQUAD. We have piloted several versions of this, but are currently working on a focus-groups based model. Graduating students will be asked to participate in a focus group where we will ask them questions about their experience as an Economics Major, what they feel they learned, and so on. | The chair and associate chair of the department evaluate each student's degree audit when a student applies for graduation. The process is to see if the student completed all required courses and also meet the minimum GPA for a BA in Economics.

Capstones are evaluated by the instructor of the capstone course.

The CTC is responsible for the focus groups. | In recent years we have made two major changes to the program requirements. In Fall 2015, we made it a requirement that only a 400-level course can fulfil the capstone requirement dropping some 300 level courses that were accepted as a capstone course previously. This was to keep the standard high for all students since the 400 level courses are more analytical and rigorous. In Spring 2019, we also added pre-calculus course as a requirement for majors to make sure that students get the necessary math preparation before taking advanced courses. Finally, we have developed new quantitative methods track and a couple new courses for this track. It is designed to both better meet students where they are and provide them with a set of skills that are in high demand by employers. | AQUAD review AY 2016-2017.

Current AQUAD review is ongoing in AY 2024-2025 |
| Applied Economics, MA | Program webpage. https://www.umb.edu/academics/program-finder/applied-economics-ma/ | **Capstone/Thesis Exercise**: Applied Economics students must take the Mentored Research Project course (ECON 698) and complete an original applied research project, either in the form of a capstone or a master's thesis. In both cases, students design –under the guidance of at least two faculty members – a research project that is tailored to | Capstones are reviewed and evaluated by the instructor of the Mentored Research Project course and a capstone advisor. Theses are reviewed and evaluated by a three-faculty committee. At the beginning of their final year in the program, students submit a pre-proposal to the instructor of the Mentored Research Project | Process has stayed the same since the MA program originated | AQUAD review AY 2016-2017

Current AQUAD review is ongoing in AY 2024-2025 |

		their own policy and academic interests and integrates the theoretical knowledge and quantitative skills students acquire in the program. The final product is a substantive paper or policy report that indicates mastery of pertinent economic literature and theory, and properly applies appropriate quantitative techniques to data.	course, who evaluates it and assigns a capstone advisor. Subsequently, the two faculty members review and evaluate a project proposal (submitted before the beginning of the student's final semester in the program); and provide guidance and feedback on multiple drafts leading to the final written capstone project. Students pursuing the thesis option also receive guidance from, and are evaluated by, a third faculty member. At the end of their final semester in the program, students also make an oral presentation of their final written project results before an audience of faculty and students.		
English, BA	Program webpage. https://www.umb.edu/academics/program-finder/english-ba/	Courses for the English major culminate in a capstone course, requiring an original research paper of substantial length and a presentation of their work to the department. Students pursuing Honors in English work with a thesis director, instead of taking a capstone course, and then submit an honors thesis to two faculty readers who provide an assessment of the thesis and award honors or not. Honors students also give a presentation of their work to the department.	The Undergraduate Program Director reviews all degree audits of graduating majors and minors. Capstone instructors review capstone work. ENGL and CW honors proposals are initially read and vetted by the UPD and CW Director, and then honors thesis readers review theses. The internship director reviews internships. Teaching Licensure students are reviewed by their practicum director.	Since our last AQUAD the Curriculum Committee and Undergraduate Committee have engaged in the following evaluations and updates: Revising the English major, we did the following:

-issued guidelines, last revised in 2020, for teaching the "first" and "last" course for the English major (English 200 and the capstone);
-clarified the major in 2019 by removing the transnational literature requirement, instead | AQUAD review AY 2017-2018. |

| | | Students in the Creative Writing Concentration/Minor must complete two advanced workshops by instructor consent only. To enter the workshops, students typically submit work completed in 100 and 200-level creative writing courses. Based on this writing, the instructor decides whether a student is prepared to work at the advanced level. Students with a Creative Writing concentration can pursue, by application, Honors in Creative Writing; this involves working with a director and then submitting the creative thesis to two faculty readers for review, who then decide whether or not to award honors to the project.

Students in the Professional and New Media Writing Concentration/Minor complete an internship as the culmination of their degree program. This internship requires students to complete a digital portfolio and a program reflection and assessment.

Students in the Race, Ethnicity, and Literature Concentration/Minor who are also English majors will complete a capstone essay that synthesizes the interpretative approaches taken in program | | introducing a third historical period requirement to clarify course selection for students; and -rewrote the undergraduate handbook to reflect those changes and created new info-sheets to reflect the major.

Seeing enormous increases in student interest in the English minor (from 26 total in 2010 to 81 in 2019), we developed further options for minors to provide clearer tracks to student success. These options are the Race, Ethnicity, and Literature concentration (2020) and the Teaching Concentration (2020). Meanwhile, our Creative Writing and our Professional and New Media Writing minors have both increased their numbers almost four-fold since 2010.

Responding to an assessment of its Advanced Workshops which concluded that many students were unprepared for the highest undergraduate level of work, the Creative Writing Minor/Concentration refined its application process and developed ENGL300: Intermediate Creative Writing Workshop in 2018 to act as a bridge for students who need to hone their skills before being accepted into the Advanced | |

		courses. Students in the Teaching Concentration who are interested in pursuing initial teacher licensure will pass the Massachusetts Tests for Educator Licensure (MTELs) and complete a field practicum (student teaching) that will count as their capstone course.		Workshop. ENGL300 has now been offered 3 times. Responding to discussions of its curriculum outcomes, as well as developments in the economy and in the state of the field, the Professional and New Media Writing Concentration/Minor added a few new courses, beginning in 2017: ENGL 309: Multimedia Authoring; ENGL 311: How to Write Like a Film Critic; and ENGL 312: Digital Composition and Culture.	
Creative Writing, MFA	Program webpage. https://www.umb.edu/academics/program-finder/creative-writing-mfa/	Thesis Exercise: All MFA students must complete a final thesis in their genre of fiction or poetry. This takes place after students have completed four semesters worth of workshops in their genre. Students work on a proposal that they submit to the GPD and request who they would like to be on their reading committee from MFA and English faculty. The GPD and admin. work to assign the committees for each student based on faculty availability and how many students are in each genre. This is the culmination of the student's degree and the work they have done on their own writing, while building on various theory practices they encountered in their LIT and CW electives, to incorporate into their	The process involves students working with their committees of readers throughout their third and final year in the program. They begin working with their primary advisor for the first semester and then they move onto working with their second reader and third reader to look over more complete drafts. They then submit their final draft after their committee has signed off on the work. Their final step, aside from submitting their thesis to Graduate Studies, is to do a public defense reading where faculty and fellow students have the option to ask questions and provide feedback. This happens before the submission deadline in case students need to work on other revisions.	We are looking at ways to develop the reader assignment process so that students and faculty do not feel overburdened by how many students they are advising and so that students don't feel limited by options for readers. We would like students to have a more diverse committee in a number of ways.	AQUAD review AY 2017-2018.

		own work.			
English, MA	Program webpage. https://www.umb.edu/academics/program-finder/english-ma/	Capstone/Final Project Exercise: After completing a minimum of nine three-credit courses and declaring a concentration (literature, composition, pedagogy, or creative writing), students must complete their final exercise. This consists of either a timed exam, curriculum unit, creative writing exercise, analytical essay, or six-credit thesis. Students submit a proposal in consultation with a faculty advisor the semester prior to writing the exercise and once it is approved by the Graduate Committee it is assigned to two faculty readers. Students spend their last semester working on this final project.	The process begins with a proposal written by the student and approved by their faculty advisor. It is then submitted for approval to the Graduate committee, which assigns two faculty readers. The student must then submit an annotated bibliography and consult their two readers before the semester ends. Then, the following semester the student completes their project with their advisor and submits it to the readers. The readers decide if the project will be "PASS", "PASS w/REVISION" or "REVISE." If revisions are requested, students have two weeks to revise and resubmit. If they receive another revision, they may delay graduation for a semester. Once the process is completed, all students participate in the "5 Minutes and a Slide" mini conference to present their completed project to all MA students and the department.	We have developed a mini conference, "5 Minutes and a Slide," where students present their project in a public setting. We found that this added an exciting step to the process and gave students a chance to discuss their work and allowed fellow students and department faculty to ask questions and see what research students have done. We have also learned and are working on adapting the final project timeline and are encouraging students to complete the timed exam option when they don't have a clear area of research they are interested in from one of their seminars.	AQUAD review AY 2017-2018.
History, BA	Program webpage. https://www.umb.edu/academics/program-finder/history-ba/	The History major culminates in a required capstone course (HIST481), in which students write an original research paper of substantial length using primary and secondary sources. The course provides	The department chair reviews the degree audits of graduating majors and minors. HIST481 instructors and Honors faculty advisors assess student work, and the chair also reviews and approves grades for Honors	In spring 2023 we implemented new requirements for the History major and minor, aimed at increasing the accessibility, flexibility, diversity, and interdisciplinary potential of both programs. Changes include a	AQUAD review AY 2018-2019

		opportunities for students to visit an archive and work independently with archival materials. The Honors in History is a two-semester program in which some students first take an independent reading course (HIST489) with a History faculty advisor who will supervise the thesis, and which culminates in a formal thesis proposal reviewed by the advisor and the department chair. Students write the thesis while taking HIST490 in the subsequent semester under the supervision of the faculty advisor and have the option of presenting their work to the department.	theses. The Curriculum Committee is currently discussing new methods of evaluating degree outcomes for graduating majors.	reduction from 12 to 10 minimum courses, simplified course level and geographic breadth requirements, and an extensive list of affiliated non-History courses that can count as History electives (majors may take up to 2, minors 1). We also updated requirements for the Honors in History, mainly to clarify and formalize expectations for students wishing to write an Honors thesis. In fall 2023, we updated and expanded expectations for the core content of HIST101 and HIST481, aiming to ensure (1) more consistency across sections of each course (both are taught by a range of TT and occasionally senior NTT faculty), (2) a more clearly defined progression of skills mastery from HIST101 to HIST481, (3) acquisition by all majors of familiarity with and experience of archival research, and (4) increased awareness of potential post-graduation study and career paths for History majors/minors. All of these changes were initiated by the Curriculum Committee and then reviewed/revised in discussion with the department.	
History, MA	Program webpage. https://www.umb.edu/academics/program-finder/history-ma/	Our MA program offers two tracks: Public History and History. The History Track includes a	All MA students develop a proposal for the Final Project (Thesis, History Review Essay, Capstone) in HIST690 (Final	Although the Thesis option is available for all MA students, it might not be the most appropriate option for students who do not	AQUAD review AY 2018-2019

| | | completely Online option, although online courses are available to students in both the in-person and online programs. Students in the History track are required to write a Thesis or a History Review Essay. Both final project options entail independent research and writing in consultation with a faculty advisor and require completion of HIST690 (Final Project Prep). Following HIST690, students take either HIST699 (Thesis) or HIST693 (History Review Essay) to complete their project. The key difference between these projects is that the Thesis requires original primary source research whereas History Review Essays are studies in historiography, in how other historians have discussed and analyzed a particular topic or field. Students in the Public History Track must complete HIST698 (Public History Internship) before formally registering for their Final Project. They have the choice of either writing a Capstone (HIST689) or a Thesis (HIST699). Whichever final project is chosen, it should be completed toward the end of a student's program of study. Thesis projects in both tracks are defended before a | Project Prep), a course that focuses on devising an appropriate, original, and manageable topic. After the HIST690 instructor and the faculty advisor approve the proposal, students enroll in HIST693 (History Review Essay), HIST689 (Capstone), or HIST699 (Thesis) with that advisor to complete their project. For the Thesis, students submit multiple drafts for advisor feedback, and once the advisor is satisfied with the final draft, the other committee members read it and provide feedback, after which an oral defense is scheduled. Following a successful defense, and after final changes suggested by committee members, students submit their properly formatted Final Project to Graduate Studies. Public History students undertaking Capstone projects submit drafts for advisor feedback and may request feedback from appropriate Capstone partners at cultural or community organizations. The final Capstone project is evaluated by the Capstone advisor and the Director of Public History. | have specific scholarly interests, who are primarily interested in teaching or work in a historical organization, and/or who do not live near appropriate archives and libraries. For this reason, we have recently created the History Review Essay and Capstone options for students in the online and in-person History track, and Public History students have the option of an applied history project in the Capstone. | |

		committee of three faculty members, one of whom may be from outside the History department.			
Latin American and Iberian Studies, BA	Program webpage. https://www.umb.edu/academics/program-finder/latin-american-iberian-studies-ba/	A comprehensive survey of students used to be conducted at the end of each academic year up until 2020. The survey aimed at providing students with the opportunity to give insight into what they learnt, with questions targeting specific learning goals in each major track (Translation Studies; Language, Culture and Society; Latin American Studies).	A Learning Assessment Committee made up of two faculty members used to collect the surveys and compile quantitative and qualitative data. The Committee then generated a report which it shared with the entire department at the beginning of the following academic year. Due to faculty leaves, the loss of a senior faculty member, a shortage of faculty in general, and the low participation after the COVID-19 pandemic in 2020, the department stopped sending the survey to graduating majors.	We have developed an internship course to provide opportunities for students to connect learning to professional opportunities and we have incorporated more opportunities for students to develop their written communication skills in the target language.	AQUAD review AY 2023-2024
French, BA Italian, BA	Program webpage. https://www.umb.edu/academics/program-finder/french-ba/ https://www.umb.edu/academics/program-finder/italian-ba/	Data/evidence varies: -Consistent oral assessment at the end of each course as well as regular written production. -Most majors study abroad and meet with faculty upon their return to discuss how the culture-specific knowledge they gained allowed them to think critically about global and local issues. -Internship reports from students who complete internships -Honors theses for those who chose to write a thesis.	Evidence is interpreted within each section program as numbers of majors tend to be small. Comparative analysis of student success at monthly faculty meetings. Students advised according to outcomes of these discussions.	Greater emphasis has been put on Study Abroad and on internships.	AQUAD review AY 2022-2023

Music, BA	Program webpage. https://www.umb.edu/academics/program-finder/music-ba/	In order to be certified for graduation, a student must achieve at least a level four out of eight proficiency levels in solo performance. Levels 1 to 4 are defined by comprehensive repertory/technique lists appropriate for each instrument offered. Level 1 is equivalent to the very beginning of studies on a particular instrument. Each level is considered to be equal to one academic year (two semesters). If choosing a Music Education concentration, students would enroll in the Music Education, Teacher Licensure Program to prepare as preservice teachers for P-12 certification in Massachusetts.	Students take applied music courses in their specialty (Music 185) for 8 semesters and participate in Music Juries each semester, where they get adjudicated by the tenured faculty and the associate lectures who specialize in each instruments to advance to the next level of proficiency. Additionally, they participate in at least 6 semesters of ensembles and faculty evaluate their work as a collaborator and ensemble member in performances. https://www.umb.edu/academics/cla/performarts/music/requirements#Performance. For Music Education, students must pass the Massachusetts Tests for Educational Licensure (MTEL). There are two required tests: Communication/Literacy Skills and Subject Matter (in this case, Music). Visit https://www.mtel.nesinc.com to learn more about the MTEL.	Students have won scholarship awards that pay for part of their course load in any given semester - these include the Jury Award and the Susan Cunningham Campbell Endowed Scholarships https://www.umb.edu/academics/cla/performarts/scholarships_and_awards. Students have also auditioned for top programs, such as Berkeley School of Music and received scholarships. In Music Education, students have passed the Massachusetts Tests for Educational Licensure (MTEL) and got jobs teaching Music at local high schools.	AQUAD review AY 2023-2024
Theatre Arts, BA	Program webpage. https://www.umb.edu/academics/program-finder/theatre-arts-ba/	Students complete a series of 1 Credit Practicums, where they receive one-on-one mentoring and work on actual productions on stage and backstage. These include THRART 105, 205, 305, 405 (Practicum 1-4) 1 credit	The Theatre Arts Advisory Committee (tenured faculty practitioners) and the Theatre Program Director evaluate each student process, including collaboration, professionalism, and performance/production	Students have participated at the URTA Auditions and received scholarships to further their studies in Theater Arts at the graduate level. https://urta.com Students have found entry-level technical theatre positions at	AQUAD review AY 2023-2024

		each. Students must take all four, and two must be in design/technology.	skills via a post-mortem form and meetings at the end of each show. Student research in shows also get entered and adjudicated by the Kennedy Center American College Theatre Festival (KCACTF) https://www.kennedy-center.org/education/opportunities-for-artists/pre-professional-artist-training/kcactf/ Where our students compete in their concentration for choice scholarship opportunities.	almost every professional theater in Boston area. Actors are working in audio, film, tv and theater.	
Philosophy, Law, & Ethics, BA Philosophy & Public Policy, BA Philosophy, BA	Program webpages. https://www.umb.edu/academics/program-finder/philosophy-law-ethics-ba/ https://www.umb.edu/academics/program-finder/philosophy-public-policy-ba/ https://www.umb.edu/academics/program-finder/philosophy-ba/	The Philosophy Department employs two assessment methods: direct and indirect: Direct Measure: Philosophy and ESP Majors must complete a capstone course during their senior year, which involves a substantial 20-page writing project. The capstone course is offered in two versions, each available in a different semester: The first version is broadly within value theory, focusing on moral or social or political philosophy, catering to the ESP Major but available to all majors. The other version covers other areas like the history of philosophy, epistemology, metaphysics,	For Philosophy and ESP Majors, the capstone course instructor assesses final papers using rubrics designed and approved by the department. The Philosophy and Public Policy Major's senior thesis is assessed by the supervisor overseeing the directed study. The department as a whole will review and discuss the questionnaires during the first meeting of the semester.	The first capstone course will be offered in AY2024-2025	AQUAD review AY2021-2022.

		philosophy of mind, or philosophy of language. The PPP Majors are required to produce a senior thesis by doing a directed study as a 3-credit independent study supervised by a member of the Philosophy Department. Indirect Measure: All graduating majors and minors will receive a questionnaire comprising close-ended and open-ended questions.			
Political Science, BA International Relations, BA	Program webpage. https://www.umb.edu/academics/program-finder/political-science-ba/ https://www.umb.edu/academics/program-finder/international-relations-ba/	The Department of Political Science requires all students to take a capstone course. For Political Science majors, this capstone is either a methods class or an advanced political theory class. For International Relations majors, the capstone is the International Relations seminar (POLSCI 499). The capstone courses test and enhance student acquisition of critical analytical skills to evaluate evidence and make convincing arguments in verbal and written communication. The department also allows students to further develop critical research and analytical skills by writing an honors thesis or by conducting independent study research projects. The department	Student performance in the capstone and independent study courses is monitored by the department chair. Performance in the honors thesis program is monitored by the honors thesis director. The findings of the exit survey are reviewed each year by the Learning Outcome Subcommittee (part of the department's Curriculum Committee) and shared in a report to the department.	Compared with baseline data from 2019, exit surveys of students reveal growing confidence in student understanding of various topics in political science, but also some frustration with impediments to graduation such as course availability. The department is preparing to distribute a student survey on course modality in order to gauge student needs and to determine what other impediments may be affecting students. In addition, the department is enhancing its career-oriented programs by expanding its internship program and scheduling additional events with alumni to expose students to the perspectives of successful graduates and to foster mentoring	AQUAD review AY 2017-2018

		encourages pragmatic application of these skills through a supervised internship program that gives students tangible experience with the challenges of policy making and governance in various domains. Finally, the department conducts exit surveys of all graduating students, generating data on student knowledge, analytical and communication skills.		connections.	
Psychology, BA/BS	Program webpage. https://www.umb.edu/academics/program-finder/psychology-ba/ https://www.umb.edu/academics/program-finder/psychology-bs/	1) Students will have successfully completed coursework in each of five areas of our discipline so that they will have broad exposure to the areas that individuals in Psychology pursue (Clinical/Personality, Developmental, Cognitive, Social and Neuroscience). 2) Students will have successfully completed our basic Research Methods course. 3) Students will complete advanced coursework, focusing on at least one of the five areas. This will be fulfilled by completing at least three upper-level courses. 4) Students will successfully complete a capstone course, in which they will write a research paper, integrating primary research ideas within a specific area of our discipline OR complete a capstone experience that integrates theoretical reading with experiential learning within	1) Course instructors evaluate the Capstone writing requirement to determine that each student has successfully identified and interpreted a body of primary literature within the specific framework of the course. 2) The curriculum committee is currently working on revising BS major to align it with a more focused neuroscience major. Once this is completed and students enroll, a subcommittee will monitor how students are moving through the new major based on GPA and semesters. 3) The Anti Racism, Equity and Social Justice Committee, formed in fall 2021 has been working on evaluating ways to incorporate social justice literature into all undergraduate courses. This has included review of course syllabi as well as current	We have discontinued the Social Psychology BA. This reflects our concern that the division of coursework across the joint major was difficult for students to navigate, resulting in students taking more courses than necessary and not establishing a true "home" in either department supporting the major.	AQUAD review AY 2021-2022

		the context of an internship.	literature, web material, podcasts etc., that would be appropriate for inclusion in classroom experiences.		
Developmental and Brain Sciences (DBS), PhD	Program webpage. https://www.umb.edu/academics/program-finder/developmental-brain-sciences-phd/	In addition to completing 30 course credits, students complete the following milestones: Mentored Research Project (MRP) is the culmination of the student's first two years of research. The MRP requires both an oral defense as well as a written component similar in format and scope to a journal article. Qualifying Exams: The Qualifying exam is used to assess knowledge and understanding of Behavioral and Cognitive Neuroscience before the student advances to doctoral candidacy. The Qualifying exam is comprised of a take-home exam based on questions that require the student to engage critically with the literature. -Dissertation The Dissertation Proposal must include a literature review in the student's area of research, as well as an overview and justification of the to-be-conducted dissertation experiments, submitted to the Dissertation Committee. The final Dissertation is expected to represent an original and thorough piece of research.	Qualifying exams are graded pass/fail by 2 faculty with relevant specialization (BN/CN), one of which is typically the author of each question answered. If there is a discrepancy between graders on whether the question should receive a "pass," a third and final in-specialization grader is brought in. The oral defense of the Dissertation Proposal and final Dissertation is given to the student's dissertation committee comprised of at least 3 Program faculty and 1 outside faculty. Also, the Dissertation Committees evaluate each individual student's research on a regular basis, and the Program Steering Committee (which currently consists of all Program Faculty) review all students' progress toward learning goals annually. Additionally, we solicit feedback from students annually as well as give an exit survey.	We have modified classes to better reflect our learning goals (e.g., changing our Proseminar class to a Grant Writing & Research Ethics class) and also created a "Current Literature" class which both helps students achieve learning goals and also serves as a Program-wide gathering. We have altered the qualifying exam structure to reduce the workload and stress on both the students and faculty.	AQUAD review AY 2021-2022

Criminology and Criminal Justice (BA) Sociology (BA)	Program webpage. https://www.umb.edu/academics/program-finder/criminology-criminal-justice-ba/ https://www.umb.edu/academics/program-finder/sociology-ba/	1.) Capstone course. Typically, this is an internship course or a senior seminar. In some cases, this is a directed study. 2.) A review of student papers in a specific class to determine if students have met a pre-determined learning goal. 3.) A survey of students is conducted in that same class that gives students an opportunity to share what they learned in the class related to the pre-determined learning goals.	Members of the Undergraduate Studies Committee, led by the Director, convene at the end of the semester to review papers from the predesignated class (typically a capstone course) to examine if they meet pre-established learning goals, using a rubric. This committee also reviews the responses to the survey.	We increased our focus on reinforcing learning goals within and across core courses in the majors, scaffolding assignments, and making coordinations among instructors of courses at different levels (100, 200, 300, 400).	AQUAD review 2021-2022.
Applied Sociology, MA	Program webpage: https://www.umb.edu/academics/program-finder/applied-sociology-ma/	Students complete the master's paper seminar (SOCIOL 694) in which students design and execute an original research project of their choice. The project requires original data collection or the analysis of secondary data. The aim is to produce a full project of manuscript-length which may be submitted for journal publication.	The master's paper seminar (SOCIOL 694) is taught by two faculty who advise students and evaluate final products. All students write a final paper and give a final presentation.	We have eliminated the options of writing a formal Master's Thesis or taking a comprehensive exam because of the lack of frequency of these options being exercised, and the realization that these options do not best prepare students for either future study (doctoral) or entering the applied sociology employment marketplace.	AQUAD review AY 2021-2022.
Sociology, PhD	Program webpage: https://www.umb.edu/academics/program-finder/sociology-phd/	Students complete two written comprehensive exams. The first is in methods and theory, the second is in a substantive area(s) of their choice. Students also complete a dissertation.	The methods/theory exam is written and graded by a faculty committee that includes at least two graders in each of the four areas (qualitative and quantitative methods, classical and contemporary theory). The substantive comprehensive exam is supervised, written, and graded by a two-person faculty committee chosen by the student on the basis of their	None.	AQUAD review AY 2021-2022.

			scholarly expertise. The dissertation proposal and the dissertation itself is supervised by a three-person faculty committee, including a chair, at least one other department member and at least one external member. Exams are written. Dissertation proposals and dissertations are written, with an oral defense.		
Women's, Gender, and Sexuality Studies, BA	Program webpage. https://www.umb.edu/academics/program-finder/womens-gender-sexuality-studies-ba/	A capstone course –the INTERNSHIP plus a companion INTERNSHP seminar--is required and has served as the basis of the assessment. In recent years, we have used one of more theoretical and rigorous courses: WGS 347: Feminisms, Intersectionality and Social Justice as the basis of outcomes assessment.	Typically, the instructor of the identified course interprets the evidence.	We have reviewed and adjusted the capstone course in the past.	AQUAD review AY 2018-2019
Conflict Resolution, MA	Program webpage. https://www.umb.edu/academics/program-finder/conflict-resolution-ma/	- Completion of 36 credits - Completion of 3 or 6 credit internship option - Completion of master's Project, Thesis or Integrative Seminar Course - Attendance at 10 department colloquia events	Ongoing monthly, and final summative annual reviews by Graduate Program Director and faculty of the program. -Internships graded by faculty -Thesis evaluated by thesis committee, Master's Project by faculty advisor and outside evaluator, Integrative Seminar by seminar instructor	Changes that have been made in recent years include addition of Thesis and Integrative Seminar options for the capstone, adding more internship options, introducing a broader range of electives, and standardizing the rotation of electives to better support student	AQUAD review AY 2021-2022.
International Relations, MA	Program webpage. https://www.umb.edu/academics/program-finder/international-relations-ma/	- Completion of 36 credits - Completion of Capstone in International Relations	Annual review by Graduate Program Director; annual poll of program faculty regarding Capstone/Thesis projects (also used to confer student awards)	Review suggested improvement needed in methodological training; program faculty implemented review and improvements in Research	New program (was formerly track in Public Policy); none yet.

				Design syllabus; program faculty currently considering revision of program curriculum.	
Global Governance and Human Security, MA	Program webpage. https://www.umb.edu/academics/program-finder/global-governance-human-security-ma/	- Completion of 36 credits - Completion Capstone or MA Thesis in Global Governance and Human Security	Annual review by Graduate Program Director; annual poll of program faculty regarding Capstone/Thesis projects (also used to confer student awards)	New program; will review as data become available	AQUAD review AY 2021-2022.
Global Governance and Human Security, PhD	Program webpage. https://www.umb.edu/academics/program-finder/global-governance-human-security-phd/	-Completion of 68 credits -Two qualifying exams (core subjects, area of concentration) -Second language research competency -Completion and defense of dissertation	-Core doctoral program faculty meet monthly & engages review, assessment, and reform topics annually -Qualifying exams assessed annually faculty committee -GPD & faculty committee chairs track individual level progress	-Theory & methods seminar series redesigned over last 18 months -Core course sequence re-ordered to make room for a 2nd semester elective -Two formats for dissertation completion outlined and articulated as policy	AQUAD review AY 2021-2022.
Gender, Leadership, and Public Policy, Graduate Certificate	Program webpage. https://www.umb.edu/academics/program-finder/gender-leadership--public-policy-certificate/	Completion of all six required GLPP graduate certificate courses with a 3.0 GPA including internship course. Students are required to give a final presentation that analyzes and connects their internship experience with learnings from their theoretical core seminars. Students are also required to undertake professional development training offered by the program that complements their academic course work.	The GPD and Assistant Program Director (APD) monitor student progress based on student and faculty input. All the faculty and the GPD and APD observe the students' final presentations, which are graded by the internship faculty. Throughout the year, at monthly GLPP faculty meetings, faculty assess individual student progress and, along with the GPD and APD, create intervention plans for any struggling students which includes connecting them to university resources. Students meet individually with academic advisors.	The program is continually evolving to meet student needs. A parallel online GLPP program was launched in Sept. 2020 to meet the needs of geographically distant students and those with caregiving and professional responsibilities that prevented them from coming to campus regularly. The online program is being refined based on results of a student survey of challenges and opportunities related to online learning and student course evaluations. To better meet the learning needs of students, the program curriculum and name were updated in 2014. Class representatives elected by	AQUAD review AY 2021-2022

				the cohort meet at least twice a semester with the GPD and APD to share any general concerns and suggestions from the cohort.	
Public Policy, PhD	Program webpage. https://www.umb.edu/academics/program-finder/public-policy-phd/	Other than GPA, students are assessed as to adequate progress by the PhD program committee each year. We also look at comprehensive exam passage rates (this exam is taken after completion of the second year of study); fraction of students successfully presenting dissertation proposals within 2 years of achieving candidacy; fraction of students who are ABD who have successfully defended dissertations within 3 years of achieving candidacy.	Student progress is assessed annually by the PhD Program Committee, which is comprised of faculty teaching in the program.	Changes made as a result of viewing evidence on student progress include: a. A revision of the form and content of the PhD comprehensive exam; b. A reduction in overall credits to 67 credits to the PhD; c. Stronger efforts to engage students taking excessive time to defend proposals, and this year d. Department support for PhD students who recently completed the dissertation seminar to complete the dissertation curriculum at the National Center for Faculty Development and Diversity, in an effort to support students getting to the dissertation proposal stage.	AQUAD review AY 2020-2021.

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
College of Liberal Arts				
Clinical Psychology PhD American Psychological Association	AY 2023-2024	Include more ethics training in the curriculum (in response to this key issue, the program included an ethics component in the foundation course); Consider exploring space options for research collaborations and faculty-student interaction	Practicum (800 hours); Internship (800 hours); Licensure Exam (not required for graduation, but required for licensure)	2034
Public Administration, MPA Network of Schools of Public Policy, Affairs, and Administration (NAASPA)	The most recent accreditation action is July 10, 2018, the date of the accreditation letter received by Amy Smith from NASPAA (attached)	The MPA program is in full compliance with NASPAA standards. There are some minor issues (such as their request to assess job placement information of students/alums and posting this information on our website) which we address each year when we do the annual Maintenance Report.	The 2019 Maintenance Report asks a number of questions about the MPA program in the prior program year such as mission statement, substantial program change (if any), program evaluation methods (how the program collects, applies and reports performance information), # faculty nucleus, courses taught by the faculty covering "core competencies", admissions information, graduate rate, job placement statistics, program resource information, tuition information, financial	The MPA program is accredited for 7 years (September 2018 to August 31, 2025).

			aid, student composition, faculty salary, FTE staff information, curriculum requirements, methods of collecting alumni information.	

E-Series Forms: Making Assessment more Explicit

Option E1: Part a. Inventory of educational Effectiveness Indicators

Degree program	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
The College of Management					
Business Analytics, Certificate	Learning objectives are aligned with parallel degree programs. Program webpage: https://www.umb.edu/academics/program-finder/business-analytics-certificate/	Successful completion of all required courses.	Curriculum committees and CM's Graduate Program Committee review certificate programs periodically as needed. These reviews are aligned with AACSB accreditation standards that apply to all of these courses (each of which is part of the AACSB approved program) even though this certificate is not AASCB accredited.	Changes are informed by the data used to inform the AACSB-accredited courses and programmatic development.	AY 2016-17 Next review scheduled for AY 2025-2026.
Clean Energy & Sustainability, Certificate	Learning objectives are aligned with parallel degree programs. Program webpage: https://www.umb.edu/ac	Successful completion of all required courses.	Curriculum committees and CM's Graduate Program Committee review certificate programs periodically as needed. These reviews are	Changes are informed by the data used to inform the AACSB-accredited courses and programmatic development.	AY 2016-17 Next review scheduled for AY 2025-2026.

	ademics/program-finder/clean-energy-sustainability-certificate/		aligned with AACSB accreditation standards that apply to all of these courses (each of which is part of the AACSB approved program) even though this certificate is not AASCB accredited.		
Contemporary Marketing, Certificate	Learning objectives are aligned with parallel degree programs. Program webpage: https://www.umb.edu/academics/program-finder/contemporary-marketing-certificate/	Successful completion of all required courses.	Curriculum committees and CM's Graduate Program Committee review certificate programs periodically as needed. These reviews are aligned with AACSB accreditation standards that apply to all of these courses (each of which is part of the AACSB approved program) even though this certificate is not AASCB accredited.	Changes are informed by the data used to inform the AACSB-accredited courses and programmatic development.	AY 2016-17 Next review scheduled for AY 2025-2026.
Cybersecurity Management, Certificate	Learning objectives are aligned with parallel degree programs. Program webpage: https://www.umb.edu/academics/program-finder/cybersecurity-management-certificate/	Successful completion of all required courses.	Curriculum committees and CM's Graduate Program Committee review certificate programs periodically as needed. These reviews are aligned with AACSB accreditation standards that apply to all of these courses (each of which is part of the AACSB approved program) even though this certificate is not AASCB accredited.	Changes are informed by the data used to inform the AACSB-accredited courses and programmatic development.	AY 2016-17 Next review scheduled for AY 2025-2026.
Investment Management & Quantitative Finance, Certificate	Learning objectives are aligned with parallel degree programs. Program webpage:	Successful completion of all required courses.	Curriculum committees and CM's Graduate Program Committee review certificate programs periodically as	Changes are informed by the data used to inform the AACSB-accredited courses and programmatic development.	AY 2016-17 Next review scheduled for AY

| | https://www.umb.edu/academics/program-finder/investment-management-quantitative-finance-certi/ | | needed. These reviews are aligned with AACSB accreditation standards that apply to all of these courses (each of which is part of the AACSB approved program) even though this certificate is not AASCB accredited. | | 2025-2026. |

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
The College of Management				
Accredited programs: (8) - Management, BS - Information Technology, BS - Business Administration, MBA - Accounting with Data Analytics, MS - Business Analytics, MS - Finance, MS - Information Technology, MS - Business Management, PhD Accreditation Institution:	Accreditation reconfirmed on 24 February 2017	***Standard 15: Faculty Qualifications and Engagement:** There was concern that the Practice Academic (PA) status was being used as a default for non-research active faculty. The School has revised the criteria for PA and they seem appropriate. However, criterion #4 that "faculty members hired with five years of substantive practical engagement will be considered PA for three years after the initial appointment regardless of the number of activities from (criterion) #3 above." This appears to allow the classification of*	Indicators of faculty sufficiency, faculty qualifications and faculty deployment in programs across the College according to faculty-defined criteria including publications, professional engagement, and currency with the discipline as are consistent with the unit's mission.	Next review scheduled for AY 2025-2026.

Association to Advance Collegiate Schools of Business (AACSB)		*several faculty members as PA who haven't met criterion #3. This will need to be looked at closely during the next continuous improvement review. In particular, the School will need to better define "new hire". For example, if a person is hired to teach a course in the fall and they do not teach again in the spring, are they once again considered a "new hire?" The School should further refine their PA criteria.* **CM Response:** In Fall 2017, the Dean's Office convened a faculty task force to review PA criteria and recommend clarifications to its language to avoid potential future interpretation of PA as a default. This work was completed, and in December 2018 the faculty assembly voted in favor of updated PA criteria. Changes included removing the old criterion #4, which was a cause of concern. ***Standard 8: Curricula***		

		Management and Assurance of Learning (AOL): New procedures and schedules for faculty led assessment activities have been implemented to develop a culture of continuous assessment. The School will be expected to demonstrate maturity of their new assessment process by the next review. In order to ensure that these activities are continual, the College should continue to track the progress. Clarification is necessary regarding the grading rubric being used and that is, how were points assigned to each learning goal and what criteria was used for awarding points. In addition, the School is encouraged to consider various ways to measure the learning outcomes throughout the degree program, rather than relying solely on capstone courses. **CM Response:** The Dean's Office appointed a faculty member as Director of AOL, and the AOL committee, faculty in related committees		

		(e.g. departmental curriculum committees, Undergraduate Program Committee and Graduate Program Committee), and faculty teaching courses in which learning goals are assessed worked tirelessly to mature our AOL system, close the loop, and evaluate, to improve learning outcomes for students, and continue to build a culture of continuous assessment. In response to the AACSB's specific concern about use of capstone courses, the AOL committee altered its mix of courses used to assess learning outcomes to include more non-capstone courses; though ultimately saw value in retaining capstone courses in MBA and BSM programs. In response to specific concern about grading rubrics, the AOL committee updated its measure summary sheet (used to record information about		

		measures used in class) to ensure that a copy of any rubric is included, along with an explanation of rubric criteria and weightings.		
		Standard 4: Student Admissions, Progression, and Career Development: If you have not already done so, post student achievement information on your School's web site. In addition, it is advisable to make this information available to the public through other means, such as brochures and promotional literature. Examples of student performance information include but are not limited to: attrition and retention rates; graduation rates; job placement outcomes; certification or licensure exam results; and employment advancement. **CM Response:** CM now publishes student achievement information on its website, and updates it periodically.		

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

Degree program	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
College of Science and Mathematics					
Biology, BS	Program website: https://www.umb.edu/academics/program-finder/biology-bs/	A committee of faculty who teach the 5 core courses in the major meet regularly to discuss and assess student outcomes in these courses.	The Biology Curriculum Committee meets monthly to review and implement changes in the curriculum. The Curriculum Committee also conducted a survey in Feb 2023 to determine which learning goals are addressed (and addressed to what extent) in different courses. This was carried out in order to inform the development of new courses or the revision of existing ones. In addition, a	We have modified and re-aligned topics among the different courses, as well as modifying teaching strategies. During the 2022-23 academic year, we added a course-based research experience in the Molecular Biology lab; a new course in Virology; and an interdisciplinary course in Comparative and Ecological Immunology. We have revamped several other courses. --We are in the process of	Last AQUAD review was in 2021-2022.

			committee of faculty who teach the 5 core courses in the major meet annually and report results to the Curriculum Committee.	enhancing our undergraduate advising procedures.	
Biology, MS	Program website: https://www.umb.edu/academics/program-finder/biology-ms/	-Thesis committee meetings -Oral presentations -The thesis defense –The written thesis	--Thesis committee for individual students --The Graduate Committee and the Curriculum Committee both oversee the overall program. --Graduate Program Director reviews that students have met graduation requirements.	--Research training given to individual students has been modified --Guidance and mentoring to individual students have been modified --Courses have been modified in terms of content and instructional approach. --We have made GREs optional rather than required.	Last AQUAD review was in 2021-2022.
Biomedical Engineering and Biotechnology (BMEBT), PhD	Program website: https://www.umb.edu/academics/program-finder/biomedical-engineering-biotechnology-phd/	-Thesis committee meetings -Oral and written qualifying exam -Oral presentations -The thesis defense -The written thesis	--Thesis committee for individual students --The Graduate Committee and the Curriculum Committee both oversee the overall program. --Graduate Program Director reviews that students have met graduation requirements.	--Research training given to individual students has been modified --Guidance and mentoring to individual students have been modified --Courses have been modified in terms of content and instructional approach. --We have made GREs optional rather than required.	Last AQUAD review was in 2021-2022.
Biotechnology & Biomedical Science, MS	Program website: https://www.umb.edu/academics/program-finder/biotechnology-biomedical-science-ms/	-Thesis committee meetings -Oral presentations -The thesis defense The written thesis	--Thesis committee for individual students --The Graduate Committee and the Curriculum Committee both oversee the overall program.	--Research training given to individual students has been modified --Guidance and mentoring to individual students have been modified	Last AQUAD review was in 2021-2022.

			--Graduate Program Director reviews that students have met graduation requirements.	--Courses have been modified in terms of content and instructional approach. --We have made GREs optional rather than required.	
Biology, PhD -Environmental Biology Track	Program website: https://www.umb.edu/academics/program-finder/biology-phd/	-Thesis committee meetings -Oral and written qualifying exam -Oral presentations -The thesis defense -The written thesis	--Thesis committee for individual students --The Graduate Committee and the Curriculum Committee both oversee the overall program. --Graduate Program Director reviews that students have met graduation requirements.	--The overall PhD curriculum was recently modified such that all students are now required to take Biostatistics and Experimental Design (BIOL 607) as well as Biostatistics and Experimental Design Lab (BIOL 617). This is to ensure that all students receive a strong foundation in data science. --Research training given to individual students has been modified --Guidance and mentoring to individual students have been modified --Courses have been modified in terms of content and instructional approach. --We have made GREs optional rather than required.	Last AQUAD review was in 2021-2022.
Biology, PhD -Molecular Biology, Cellular Biology, and Organismal Biology Track	Program website: https://www.umb.edu/academics/program-finder/biology-phd/	-Thesis committee meetings -Oral and written qualifying exam -Oral presentations -The thesis defense -The written thesis	--Thesis committee for individual students --The Graduate Committee and the Curriculum Committee both oversee the overall program. --Graduate Program Director reviews that	--Research training given to individual students has been modified --Guidance and mentoring to individual students have been modified --Courses have been modified in terms of content and	Last AQUAD review was in 2021-2022.

			students have met graduation requirements.	instructional approach. --We have made GREs optional rather than required.	
Chemistry, MS	Program webpage: https://www.umb.edu/academics/program-finder/chemistry-ms/	Students must pass a public literature seminar, complete a research project, write and defend a MS thesis.	Lit seminar – peer reviewed. Research project – research mentor. Thesis – masters committee Overall Program Effectiveness-Graduate Committee	Each student is reviewed independently, and changes are suggested by committee Programmatic adjustments are made periodically to ensure students are given the most efficient opportunities to meet the program learning outcomes.	AQUAD in 2018
Chemistry, PhD	Program webpage: https://www.umb.edu/academics/program-finder/chemistry-phd/	Students must pass a public literature seminar, a series of written qualifying exams, an oral qualifying exam, complete a number of research projects, write and defend a PhD dissertation.	Lit seminar – peer reviewed; WQE – professor graded; OQE – dissertation committee; research project – research mentor; dissertation – dissertation committee Overall Program Effectiveness-Graduate Committee	Each student is reviewed independently, and changes suggested by committee Programmatic adjustments are made periodically to ensure students are given the most efficient opportunities to meet the program learning outcomes. For example, we modified the parameters for choosing a oral qualifying exam topic, recently.	AQUAD in 2018
Computational Sciences (CSci), PhD	Program website: https://www.umb.edu/academics/program-finder/computational-sciences-phd/	a) I) Successfully complete 40 credits of coursework including: Math Core credits; track-specific credits; interdisciplinary electives. II) Successfully complete: 2 Math qualifying exams; 1 track specific qualifying exam;1 oral qualifying exam.	a) I) Course Instructors II) Qualifying exam committee (for written qualification); Academic Advisory Committee (for oral qualification) b) Program Seminar Instructor; AAC, PIs hosting research rotations	- Curriculum and requirement changes: Math core courses updates: course distributions across tracks reorganized to better reflect program goals (9/28/2018) - Qualification procedures update (5/6/2019)	May 6th, 2019 (qualification procedures updates)

		b) Complete 2 Program Seminar credits. Pass 1 oral qualifying exam. Complete at least research lab rotation (at a lab other than their primary advisor's lab). c) Successfully design and defend a Dissertation Proposal d) Provide evidence that a wealth of publishable original research in peer-reviewed scientific journals has been produced. Pass Dissertation Defense.	c) Dissertation Committee d) Dissertation Committee		
Computer Science MS	Program website: https://www.umb.edu/academics/program-finder/computer-science-ms/	Capstone software engineering sequence CS 680/681/682 and/or master's thesis on research project	No formal process for capstone performance; Master's theses and their defense are evaluated by a thesis committee.	Master's thesis option has been made available even to students with little software engineering experience in order to provide research experience that is becoming increasingly important (e.g., data science, machine learning).	AY 2023-2024 AQUAD review
Computer Science PhD	Program website: https://www.umb.edu/academics/program-finder/computer-science-phd/	PhD thesis on research project, research publications	Theses and their defense as well as the students' publications records are evaluated by a thesis committee. The thesis committee meets at least once every year.	N/A	AY 2023-2024 AQUAD review

Mathematics, BA Mathematics, BS	Program webpages: BA: https://www.umb.edu/academics/program-finder/mathematics-ba/ BS: https://www.umb.edu/academics/program-finder/mathematics-bs/	We have capstone classes, any 400+ level class will assess the stated learning outcomes.	The curriculum committee assesses and analyses the evidence. In the past we did it in an ad-hoc manner. We will now have a yearly review of the learning outcomes based on capstone classes instructor's feedback.	We modified the mathematics major in 2019.	2019
Engineering Physics, BS Physics, BA Physics, BS	Program websites. Engineering Physics, BS: https://www.umb.edu/academics/program-finder/engineering-physics-bs/ Physics, BA: https://www.umb.edu/academics/program-finder/physics-ba/ Physics, BS: https://www.umb.edu/academics/program-finder/physics-bs/	Evidence from multiple sources is collected to aid the department in evaluating whether undergraduate program objectives have been met. Faculty monitor and routinely discuss performance of undergraduate majors in the core program courses. This includes not just exam scores, but assessment of general problem-solving skills considered to be core to Physics education. In 2015 the department conducted an ETS Major fields tests,	Critical evaluation of undergraduate program performance is an agenda item at most departmental meetings (at least once per semester). The evidence is currently reviewed by the Department Chair, the Graduate Program Director, and the Department Administrative Manager. In the future, the plan is to have the evidence reviewed by the Curriculum Committee.	A major curriculum change in the past year has been to split the introductory lab courses into separate tracks for life sciences and physical science/engineering majors. In addition to better serving the life science students this change also allows the introductory laboratory courses for Physics majors to be calculus-based, matching the lecture and also explore more advanced laboratory techniques to provide a better foundation for upper level labs. Another recent change has been the development of a new Introduction to Physics course, which gives incoming students an overview of the physics	The most recent AQUAD review was completed in 2022.

		however this was not continued given limited participation by majors. We are considering restarting the ETS Major Fields test assessment with more active recruiting of students to take the test. The department also keeps track of the fraction of undergraduates involved in undergraduate research projects. Since 2018 the department has also begun keeping a database of alumni graduate programs and employers. Since the program is relatively small students develop close advising relationships with faculty who often keep in touch with students after graduation.		major and introduces them to basic programming and problem-solving skills. Another recent change, introduced in 2020, has been the development of a Quantum Information Certificate composed of a set of 4 new courses focusing on quantum information and quantum computing.	
Applied Physics, MS	Program webpage: https://www.umb.edu/academics/program-finder/applied-physics-ms/	All MS students complete either a written thesis or internship as their capstone requirement. Either option includes a presentation which is	The Department Chair, GPD and instructors of graduate courses. Also, critical evaluation of	Formal written and oral presentation assignments have been incorporated in syllabi across several of the graduate courses so that these skills are developed early and reinforced	The most recent AQUAD review was completed in 2022.

		open to all members of the department. Also, for MS students who attempt the PhD qualifying exams this is an additional source of data on their preparation.	undergraduate program performance is an agenda item at most departmental meetings (at least once per semester). A comprehensive evaluation of programs through AQUAD review Was recently carried out.	throughout the program.	
Applied Physics, PhD	Program webpage: https://www.umb.edu/academics/program-finder/applied-physics-phd/	For PhD students, initial evidence is gathered from the written qualifying exams which is explicitly designed to test both core content knowledge (the written component of the exam) as well as critical thinking, analysis and research aptitude (the oral component). The quality of the dissertation defense presentation and ability to respond to questions by examiners is an important measure of each candidate's success in achieving learning outcomes.	Same as above. For the PhD program the qualifying exam committee also meets each semester. This information also feeds back to the MS curriculum design.	The PhD program is relatively new (1st graduate in summer 2020) and is still gathering evidence for program review. So far, 6 students have graduated from the program with an Applied Physics PhD.	The most recent AQUAD review was completed in 2022.

Integrative Biosciences (IB), PhD -Biochemistry Track -Biophysics Track -Bioinformatics Track	Program webpage: https://www.umb.edu/academics/program-finder/integrative-biosciences-phd/	a. Completion of 60 credits, including 28-30 course credits, and min 32 dissertation credits. Coursework consists of 2 common introductory courses, minimum of 3 courses from main program track, 2 from the other tracks, and 2-3 electives. Introductory courses include an interdisciplinary seminar and scientific communications. b. Complete 2 research lab rotation (at a lab other than their primary advisor's lab). c. Successfully pass written and oral PhD qualifying examinations and advance to candidacy. d. Successfully design and defend a Dissertation Proposal e. Provide evidence that a wealth of publishable original research in peer-reviewed scientific journals has been	a) Course Instructors b) PIs hosting research rotations c) Academic advisory committee. d) Dissertation committee e) Dissertation committee	Curriculum and requirement changes: Curriculum was updated to include new courses (3/19/2019)	Curriculum and requirement changes in 2019.

Biochemistry, BS	Program website: https://www.umb.edu/academics/program-finder/biochemistry-bs/	produced. Pass Dissertation Defense.			
		The syllabi of all required courses are collected annually and reviewed by a committee of faculty from the Chemistry and Biology Departments to ensure that the current Biochemistry curriculum is aligned with the learning goals of the program and that we are adequately preparing our students to enter the biotechnology, medical, and research workforce. The Biochem 386 lab serves as a capstone experience, requiring students to synthesize concepts and data from various experiments into a final portfolio, similar to a senior thesis.	A committee of faculty from the Chemistry and Biology Departments meet regularly to assess the program and to ensure that it is meeting its intended goals.	We are currently discussing ways to add more flexibility to the program in terms of course selection. We have made it possible for Biochemistry majors to earn ACS accreditation by taking two additional Chemistry courses. Changes were made to the Biochm 386 course to create a more fulfilling capstone experience for our students.	The most recent reviews were in 2018 (as part of the Chemistry Department AQUAD review) and in 2022(as as part of the Biology Department AQUAD review)

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
College of Science and Mathematics				
Chemistry, BA Chemistry, BS American Chemical Society (www.acs.org)	2022	Undergraduate Professional Education in Chemistry; ACS Guidelines and Evaluation Procedures for Bachelor's Degree, ACS Office of Professional Training. PDF was downloaded on 7/30/2020 from this link: (https://www.acs.org/content/acs/en/about/governance/committees/training/acs-guidelines-supplements.html) The list is posted in response to the following question.	ACS GUIDELINES FOR PROGRAM APPROVAL AND STUDENT CERTIFICATION Institutional Environment • Institution must be accredited • Must be a stand-alone Chemistry Department • Chemistry Department must manage its own budget • At least an average of 2 majors over a six year period Faculty and Staff • At least 5 full-time permanent faculty dedicated to the Chemistry Department, 75% of which must hold a PhD • Core courses must be taught by permanent faculty • Institution must provide opportunities for renewal and professional development • Junior faculty should be mentored by senior faculty	2028

			• A sustainable and robust program requires an adequate number of administrative personnel, stockroom staff, and technical staff, such as instrument technicians, machinists, and chemical hygiene officers. The number of support staff should be sufficient to allow faculty members to devote their time and effort to academic responsibilities and scholarly activities. • Graduate students serving as teaching assistants must be properly trained. Infrastructure • Chemistry classrooms and faculty offices should be reasonably close to instructional and research laboratories. • Classrooms should be modern • Laboratories should be safe • Facilities should be maintained at all times • Instrumentation must be available for student use and in good working order and must include o NMR o Optical molecular spectroscopy o Optical atomic spectroscopy o Mass spectrometry o Chromatography o Electrochemistry • Computational software must be available for student training and use • Minimum access to Chemistry Journals and databases • Laboratory safety resources (i.e., chemical hygiene plan, etc) must be	

			available Curriculum • The content areas encompass five of the traditional sub-disciplines of chemistry: analytical, biochemistry, inorganic, organic, and physical, and include both small molecules and macromolecules. Student learning progresses from beginner to expert knowledge and comprises introductory, foundation, and in-depth experiences. Beyond the introductory chemistry experience, foundation experiences provide breadth of coverage across the traditional sub-disciplines. Rigorous in-depth experiences build upon the foundation. Furthermore, because chemistry is an experimental science, substantial laboratory work is integral to these three levels of experience. • Introductory or General Chemistry must be offered and include a hands-on / laboratory learning aspect • Foundation courses - One semester in each of the 5 sub-disciplines • In-Depth Course Work – one additional semester in 4/5 sub-disciplines – taught by a permanent chemistry faculty member • 400 hours of laboratory experiences beyond general chemistry • Cognate courses – 2 semesters of calculus and 2 semesters of physics with lab • Capstone Experience - An important aspect of this integrative experience is the opportunity it provides programs to assess the ability of students to integrate	

			knowledge, use the chemical literature, and demonstrate effective communication skills.	
			• An undergraduate research experience is strongly recommended	
			Development of student skills	
			• Problem solving skills	
			o Define problems clearly	
			o Develop testable hypotheses	
			o Design and execute experiments	
			o Analyze data using appropriate statistical methods	
			o Understand fundamental uncertainties in experimental measurements	
			o Draw appropriate conclusions	
			• Chemical literature and information management skills	
			o Effectively searching the chemical literature	
			o Evaluate technical articles critically	
			o Manage many types of chemical information	
			o Build data management, archiving, record keeping skills	
			• Laboratory safety skills	
			o Students should be trained to	
			§ Carry out responsible disposal techniques	
			§ Comply with safety regulations	
			§ Properly use personal protective equipment to minimize exposure to hazards	
			§ Understand the categories of hazards associated with chemicals (healthy, physical, and environmental)	
			§ Use Safety Data Sheets (SDSs) and other standard printed and online safety	

			reference materials	
			§ Recognize chemical and physical hazards in laboratories, assess the risks from these hazards, know how to minimize the risks, and prepare for emergencies	
			• Communication skills	
			o Effectively communicate scientific findings to diverse audiences at all levels	
			§ Written	
			§ Poster	
			§ Oral presentation	
			• Team skills	
			o Interact effectively in a group to solve scientific problems	
			o Work productively with a diverse group of peers	
			o Develop both leadership and team skills	
			• Ethics	
			o Treat data responsibly	
			o Cite others work properly	
			o Explore the role of chemistry in contemporary societal and global issues, including areas such as sustainability and green chemistry	
			ACS Review	
			• UMass Boston Chemistry Department was initially reviewed and approved in 1992	
			• Annual Review - Approved programs must report annually to the Committee on the number of degrees granted by the chemistry program, information on graduates at all degree levels, the certification status of the baccalaureate graduates, and supplemental information	

			on the curriculum and faculty. The Committee reviews the report for completeness and consistency with the guidelines and may request additional information from the program. • Periodic Review (previous in 2015, next in 2021) - A report form with questions on all components of the ACS guidelines, a checklist of supporting documents to be submitted, and a copy of the letter reporting the final outcome of the previous review will be provided. Among the supporting documents that may be requested are copies of specific course syllabi, examinations, and student research reports. ACS GUIDELINES FOR PROGRAM APPROVAL AND STUDENT CERTIFICATION Institutional Environment • Institution must be accredited • Must be a stand-alone Chemistry Department • Chemistry Department must manage its own budget • At least an average of 2 majors over a six year period Faculty and Staff • At least 5 full-time permanent faculty dedicated to the Chemistry Department, 75% of which must hold a PhD • Core courses must be taught by permanent faculty • Institution must provide opportunities for renewal and professional development	

			• Junior faculty should be mentored by senior faculty • A sustainable and robust program requires an adequate number of administrative personnel, stockroom staff, and technical staff, such as instrument technicians, machinists, and chemical hygiene officers. The number of support staff should be sufficient to allow faculty members to devote their time and effort to academic responsibilities and scholarly activities. • Graduate students serving as teaching assistants must be properly trained. Infrastructure • Chemistry classrooms and faculty offices should be reasonably close to instructional and research laboratories. • Classrooms should be modern • Laboratories should be safe • Facilities should be maintained at all times • Instrumentation must be available for student use and in good working order and must include o NMR o Optical molecular spectroscopy o Optical atomic spectroscopy o Mass spectrometry o Chromatography o Electrochemistry • Computational software must be available for student training and use • Minimum access to Chemistry Journals and databases	

			• Laboratory safety resources (i.e., chemical hygiene plan, etc) must be available Curriculum • The content areas encompass five of the traditional sub-disciplines of chemistry: analytical, biochemistry, inorganic, organic, and physical, and include both small molecules and macromolecules. Student learning progresses from beginner to expert knowledge and comprises introductory, foundation, and in-depth experiences. Beyond the introductory chemistry experience, foundation experiences provide breadth of coverage across the traditional sub-disciplines. Rigorous in-depth experiences build upon the foundation. Furthermore, because chemistry is an experimental science, substantial laboratory work is integral to these three levels of experience. • Introductory or General Chemistry must be offered and include a hands-on / laboratory learning aspect • Foundation courses - One semester in each of the 5 sub-disciplines • In-Depth Course Work – one additional semester in 4/5 sub-disciplines – taught by a permanent chemistry faculty member • 400 hours of laboratory experiences beyond general chemistry • Cognate courses – 2 semesters of calculus and 2 semesters of physics with lab • Capstone Experience - An important aspect of this integrative experience is the	

			opportunity it provides programs to assess the ability of students to integrate knowledge, use the chemical literature, and demonstrate effective communication skills.	
			• An undergraduate research experience is strongly recommended	
			Development of student skills	
			• Problem solving skills	
			o Define problems clearly	
			o Develop testable hypotheses	
			o Design and execute experiments	
			o Analyze data using appropriate statistical methods	
			o Understand fundamental uncertainties in experimental measurements	
			o Draw appropriate conclusions	
			• Chemical literature and information management skills	
			o Effectively searching the chemical literature	
			o Evaluate technical articles critically	
			o Manage many types of chemical information	
			o Build data management, archiving, record keeping skills	
			• Laboratory safety skills	
			o Students should be trained to	
			§ Carry out responsible disposal techniques	
			§ Comply with safety regulations	
			§ Properly use personal protective equipment to minimize exposure to hazards	
			§ Understand the categories of hazards associated with chemicals (healty, physical, and environmental)	

			§ Use Safety Data Sheets (SDSs) and other standard printed and online safety reference materials § Recognize chemical and physical hazards in laboratories, assess the risks from these hazards, know how to minimize the risks, and prepare for emergencies • Communication skills o Effectively communicate scientific findings to diverse audiences at all levels § Written § Poster § Oral presentation • Team skills o Interact effectively in a group to solve scientific problems o Work productively with a diverse group of peers o Develop both leadership and team skills • Ethics o Treat data responsibly o Cite others work properly o Explore the role of chemistry in contemporary societal and global issues, including areas such as sustainability and green chemistry ACS Review • UMass Boston Chemistry Department was initially reviewed and approved in 1992 • Annual Review - Approved programs must report annually to the Committee on the number of degrees granted by the chemistry program, information on graduates at all degree levels, the	

			certification status of the baccalaureate graduates, and supplemental information on the curriculum and faculty. The Committee reviews the report for completeness and consistency with the guidelines and may request additional information from the program. • Periodic Review (previous in 2015, next in 2021) - A report form with questions on all components of the ACS guidelines, a checklist of supporting documents to be submitted, and a copy of the letter reporting the final outcome of the previous review will be provided. Among the supporting documents that may be requested are copies of specific course syllabi, examinations, and student research reports.	
Computer Science, BA Computer Science, BS ABET Accredited	ABET Accreditation received October 13, 2023 https://www.cs.umb.edu/cs_bs https://www.cs.umb.edu/cs_ba	Continued administration of self-assessment and continuous improvement process.	Continuous improvement committee established following recent ABET accreditation cycle. Changes were made to the BS program to comply with new ABET standards. See here: https://www.cs.umb.edu/cs_bs	Every 6 years, 2029

Computer Engineering, BS Electrical Engineering, BS ABET Engineering Accreditation Commission	ABET Accreditation received September 4, 2024 through September 30, 2030.	One program concern was identified in Criterion 8 - Institutional Support. This criterion requires that resources including institutional services, financial support, and staff (both administrative and technical) provided to the program must be adequate to meet program needs. The criterion also requires that resources available to the program must be sufficient to acquire, maintain, and operate infrastructures, facilities, and equipment appropriate for the program. Currently, the Department of Engineering employs one dedicated lab technician, one administrative manager (shared 50 percent with the Physics department), and one administrative staff member to support both the Electrical Engineering and the Computer Engineering programs. In addition, the department is planning to introduce a new program in mechanical engineering for which some faculty have already been hired. The current lab and office facilities are adequate, and the program needs are currently met. However, the increase in enrollment in the engineering programs is among the highest in the university and unless investments are increased in additional faculty, support staff, lab space, and other physical infrastructure, the potential exists that this criterion may not be satisfied in the future.	The Department of Engineering is in the process of hiring a manager for the CSM Scientific Instrumentation and Prototyping Laboratory (SIP Lab) who will provide additional technical support for the programs in the department. In addition, a new university-wide budget model, along with a new multi-year faculty hiring plan and space reallocation processes, is being implemented and will provide opportunities to realign resources where and when appropriate, including supporting shifts in enrollment. However, these measures have not yet been implemented and their impact on the cited shortcoming has not been established.	Every 6 years, 2030

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

Degree program	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
College of Education and Human Development					
Early Education Research, Policy, and Practice, Post-Master's Certificate	Program webpage: https://www.umb.edu/academics/program-finder/early-education-research-policy-practice-certi/	Students engage in a final applied research project that they present at a public annual leadership forum	The program director assesses the final research project; faculty moderators and discussants offer feedback throughout the certificate and final project	Certificate content has been modified in response to the changing demographic of certificate completers over the years	The coursework was reviewed by the Department of Early Education and Care multiple times between 2012-2017
Early Childhood Education and Care (ECEC), PhD	Program webpage: https://www.umb.edu/academics/program-finder/early-childhood-education-care-phd/	• Students must demonstrate proficiency in five domains: academic excellence, academic honesty, ethical behavior, professional conduct, and professional competence. Until the	Satisfactory progress denotes that a student has: (1) satisfactorily completed graduate coursework during the academic year, (2) satisfactorily met research and teaching obligations,	• Use of ECHD 708 to support students' second year project development after the first year of projects where we saw gaps in understanding and application of research • Rotating sequence of core	AY 2023-2024

| | | student advances to candidacy, they will review their own progress in research, teaching, and service activities each year. • Students will provide this information in written form and meet with their Yearly Progress Committee, consisting of their advisor and two other faculty members (assigned by the PD) to review the student experiences and accomplishments. The faculty as a whole will also discuss the student's progress. Then faculty will make recommendations for the following year. | (3) demonstrated professional behavior (e.g., interpersonal skills and adherence to ethical standards) satisfactory in the judgment of the faculty, and (4) satisfactorily met requirements for timely submission of program documents (such as program of study, plan for remediation, etc.) and major written work. • A student, who, in the judgment of the faculty, fails to make satisfactory progress for a given academic year, will be notified of that status. In addition, where feasible, the student will be directed as to what steps are necessary to make satisfactory progress in the coming year. This may include development of a remediation plan by the student. A first finding of unsatisfactory progress normally does not result in dismissal from the program. In serious cases, such as clear violation of professional ethics or clear disregard of program obligations, a first finding of unsatisfactory progress may result in dismissal from the program. A second finding of unsatisfactory progress normally results in dismissal from the program. An exception to this may be made | classes offered every other year to accommodate part time and full time students • Changes to the handbook each year to reflect program development and lessons learned | |

			if the student demonstrates, to the satisfaction of the faculty, that the unsatisfactory progress was caused by factors beyond the student's control, that those factors have changed and are highly unlikely to interfere with satisfactory progress again and that there is a clear plan for timely completion of the degree. An exception to these points regarding second finding of unsatisfactory progress cannot normally be granted without the recommendation of the student's advisor.		
Higher Education, EdD/PhD	Program webpage: https://www.umb.edu/academics/program-finder/higher-education-edd-phd/	• Qualifying Paper Proposal • Qualifying Paper • Capstone Course • Dissertation Proposal and Dissertation Proposal Hearing • Dissertation and Dissertation Defense • Surveys of students and graduates during AQUAD review year	• Program faculty review and evaluate the Qualifying Paper Proposals (QPP) and Qualifying Papers (QP) submitted by the students. QPPs are due in early September of the third year and are reviewed by the faculty in early Fall (the same semester they are submitted). QPs are due in early January of the third year and are reviewed later that month. The faculty also perform ongoing reviews of QPPs and QPs that are assessed as "revise and resubmit" by the faculty. • Student performance in the Capstone course is evaluated by the instructor of that class.	• Based on feedback we have received about the program's curriculum from our students over the past years, we have introduced several electives that address our students' interest in critical approaches to equity and social justice. Examples of these courses include our Critical Race Theory class and our Gender in Higher Education class. • Given our students' interest in research and publishing, the faculty have made increased opportunities available for our students for collaborative research and writing for conference papers and publications.	2016-2017; AQUAD was approved for postponement

| | | | • After the completion of core coursework, students in the program form dissertation committees that review and evaluate their dissertation proposals and dissertations.
• All faculty are involved in reviewing and interpreting the results of data from surveys of students and graduates. | • The faculty are making changes to the Qualifying Paper Proposal and Qualifying Paper processes to more effectively highlight the strengths of those exams in order to better support student success.
• The faculty are also actively considering the pedagogical approaches adopted in classes, to better serve our increasingly diverse student population. | |
| Urban Education, Leadership, and Policy Studies, EdD/PhD | Program webpage. https://www.umb.edu/academics/program-finder/urban-education-leadership-policy-edd-phd/ | • Comprehensive Assessment
• Qualifying Paper
• Dissertation Proposal and Dissertation Proposal Hearing
• Dissertation and Dissertation Defense
• Data collected during past academic year for upcoming AQUAD review, including survey and focus groups with students | • Curriculum Committee, which includes all core program faculty members, review the Comprehensive Assessments (submitted in early spring of the second year) and Qualifying Papers (submitted in January of the third year)
• Faculty members review all Comprehensive Assessments using a newly developed rubric, from which decisions are made whether or not a student may progress in the program
• Faculty members review all Qualifying Papers, from which decisions are made whether or not a student may progress in the program
• Members of a student's dissertation committee review and assess the Dissertation | Based on student feedback and evidence:
• the program faculty have clarified the requirements for the Comprehensive Assessment, creating a rubric shared with students
• faculty members have begun to offer workshops on pursuing academic careers and publishing
• Students are no longer required to full program concentration area requirements.
• Faculty members continue to revise their pedagogical approaches and course curricula to ensure attention to racial and social justice | Reviewed in AY 2020-2021 |

			Proposal and Dissertation. • All program faculty have analyzed and assessed the data collected for the upcoming AQUAD review		
Educational Leadership for Social Justice, MEd/CAG	Program webpage: https://www.umb.edu/academics/program-finder/educational-leadership-for-social-justice-med-cags/	• UMass Boston Core Leadership Competencies • Cultural Bias Self-Assessments • Aligned with key performance indicators required by MA DESE	Graduate Program Director reviews that students have meet graduation requirements.	Updated UMass Boston Core Leadership Competencies and Cultural Bias Self-Assessments	Aligned with DESE review in 2022
Sport Leadership and Administration, BA	Program webpage: https://www.umb.edu/academics/program-finder/sport-leadership-administration-ba/	• Well-rounded curricula and foundational knowledge of sport leadership and administration • Experiential learning opportunities • Versatile professional skill set • Critical thinking and problem-solving skills • Social, cultural, and political consciousness • Cross-cultural literacy, empathy, and engagement • Teamwork/interpersonal communication skills • Leadership skills • Relationships in and exposure to the field – Networking skills • 100% job placement and career success in the sport industry	Curriculum Committee Students complete a capstone project associated with the SL 498 course whereby students learn about different social issues connected to sport and engage in critical reflection on how to redress these issues. Students also complete internship to provide an experiential learning opportunity for students to develop their professional skill set in preparation to be successful in the sport industry. Students also complete an agency analysis and portfolio at the conclusion of the course. Faculty members review completion of the capstone and internship portfolios to assess skill development and achievement of relevant pedagogical benchmarks.	The program launched in Fall 2019	Not applicable; the program launched in Fall 2019

Global Inclusion and Social Development (GISD), MA	Program webpage: https://www.umb.edu/academics/program-finder/global-inclusion-social-development-ma/	Masters students need to complete a capstone—written paper and oral presentation	Graduate Program Director reviews that students have meet graduation requirements. The program team (all faculty who teach or advise in the PhD program) meet twice monthly and plan and review program and graduation requirements. They review students' performance and make adjustments as needed.	The GISD program team added a capstone course to support students in developing their capstone projects, rather than having students complete independently. Students also present their capstone projects in final class sessions, which is open to other members of the school community to attend.	AY 2023-2024
Global Inclusion and Social Development, PhD	Program webpage: https://www.umb.edu/academics/program-finder/global-inclusion-social-development-phd/	• Comprehensive exam now integrated into student dissertation proposal process • Dissertation proposal – written and oral defense • Dissertation –written and oral defense • 2nd language requirement § SGISD requires that each PhD student achieve a certain level of proficiency in a language other than English. For students who are non-native English speakers, their native language fulfills this requirement. For native English speakers, proficiency in another language is a program requirement. American Sign Language (ASL) can be used to fulfill the second language requirement. Second	• Graduate Program Director reviews that students have meet graduation requirements. • The program team (all faculty who teach or advise in the PhD program) meet twice monthly and review key program components, and to ensure students are well-prepared to meet the policies and graduation requirements set-forth by the program. They review students' performance and make adjustments as needed.	• A multi-monograph option for dissertation has been added based on students experiences and preferences with dissertation process. • To address gaps in achievement related to the comprehensive exam, and to align the process more with the goals of the program, the nature of our students, and to better support students in connecting core program tenets to their research agenda, the comprehensive exam is now a 5-page response that is woven into students' dissertation proposals. The proposal is evaluated by the instructor of the dissertation seminar, along with an external faculty reviewer. If the proposal-as-comps is successful, the	AY 2023-2024

| | | language proficiency may be demonstrated in a variety of ways: (1) A transcript indicating that the student has completed three years of university study of a language other than English (including ASL). (2) A transcript indicating that the student completed a BA or MA degree in a language other than English: a. Student needs to present material about former program that indicates the relevant language of instruction within the program. b. School must confirm against official transcript from admission process. (3) A certificate indicating that the student was successful in achieving a B2 level of proficiency in the Common European Framework of Reference for Languages. (4) A letter from a UMass Boston professor indicating satisfaction that the student was able to read a scholarly document in another language, and with enough comprehension to converse with a professor in English regarding its key points to an extent that confirms the student's basic proficiency in a second | | student may then move to the dissertation proposal defense.

-To better support our post-proposal/ABD student population, GISD has developed a workshop to offer instructor and peer support to students as they plan to finalize their research and move towards the successful completion/defense of their dissertations.

• A second language proficiency framework was developed for evaluators to ensure that the assessment is consistent across students. | |

		language: a. Student needs to identify a UMass Boston professor who speaks the language to be evaluated. b. Professor must identify a scholarly article in the student's field of interest to be used for the assessment. c. Assessment of proficiency will be completed by UMass Boston professor based on rubric provided by SGISD. (5) Students can complete an oral proficiency interview through the American Council on the Teaching of Foreign Language. Individuals must obtain an intermediate score on this assessment process. (6) Students who elect to use ASL as an alternative language will have proficiency accessed through a conversation with a licensed sign language interpreter. Students will be assessed on vocabulary range and proper use of grammar, as well as their receptive ability to understand the language of the interpreter.			
Human Rights, Certificate	Program webpage: https://www.umb.edu/academics/program-finder/human-rights-certificate/	No other measures besides successful completion of course work.	• Graduate Program Director reviews that students have meet graduation requirements. • GISD program team monitors overall evidence of	None to date. There have been limited students in certificate.	AY 2023-2024

			effectiveness of certificate.		
Transition Leadership, Certificate	Program webpage: https://www.umb.edu/academics/program-finder/transition-leadership-certificate/	Completion of 5 graduate courses in course of study

Practicum course

150 hours of field work- 50 in community and 100 in schools. | Met all pre-practicum assessment competencies

All core competencies met through field assignments.

Completed culminating portfolio

Building supervisor, expert mentor and field supervisor approval | Mid-midsemester progress reports presented in practicum | This is a new program so has not yet gone through AQUAD. Will be doing so in upcoming year. |
| Critical and Creative Thinking, MA | Program webpage: https://www.umb.edu/academics/program-finder/critical-creative-thinking-ma/ | The Critical and Creative Thinking uses the following requirements to determine achievement of outcomes: 1) A capstone course and capstone paper ("Synthesis of Theory and Practice") is completed by the student to demonstrate competence around the program curriculum and research and writing competence. A public presentation is also given where the student presents their work to the program and wider university community. 2) Students complete a Reflective Practitioner's Portfolio, involving documentation of key assignments from each course taken in the program and a narrative that describes | The capstone course instructor serves as the first reviewer for the capstone paper and presentation, and an additional faculty member or graduate program director serves as the second reviewer, and the review is based on an evaluation rubric that determines achievement around several core competencies. Written feedback is returned to the student (in some cases leading to requirement to revise the paper if not reaching the passing level at that point). The graduate program director, assistant director, and sometimes other faculty review the Reflective Practitioner's Portfolio and the Exit Self-Assessment and return written comments to the student to | Some of changes in the program include the following: 1) increase of peer support and commentary on written work and the use of small-group writing support activities in the two pre-capstone research/writing courses, 2) expansion of synchronous class meetings and use of instructor conferences in some courses that had limited direct interactions and had been historically asynchronous online format, 3) revision of the process and instructions for development of the Reflective Practice Portfolio (including more opportunities for students to engage with developing this part of their writing well before they reached the pre-capstone | February 2018 |

		how the experience and material are meaningful to the student's development and application to practice. 3) Students complete an Exit Self-Assessment where they review their own progress around each of a set of specific goals that define the program and capstone process.	confirm completion or need for further revision.	stage, when this had been accomplished more independently in a student's early time in the program), and 4) the addition of a mid-program advising conference dedicated to discussing early steps to guide students in bringing clarity around potential capstone topics.	
Critical & Creative Thinking, Certificate	Program webpage: https://www.umb.edu/academics/program-finder/critical-creative-thinking-certificate/	Students must give an exit performance which demonstrates competence in implementing critical and creative thinking.	Student work, including exit performance is reviewed and evaluated by a faculty committee and coordinated by the program coordinator.	Some of changes in the program include the following: 1) increase of peer support and commentary on written work and the use of small-group writing support activities in the two pre-capstone research/writing courses, And 2) expansion of synchronous class meetings and use of instructor conferences in some courses that had limited direct interactions and had been historically asynchronous online format.	February 2018
Instructional Design, MEd	Program webpage: https://www.umb.edu/academics/program-finder/instructional-design-med/	Students are required to successfully complete an Instructional Design Capstone course which is the culmination of all the foundational competencies to be an Instructional Designer.	The Capstone Advisor is responsible for overseeing and approving that all the objectives have been met in the Capstone. There are interim milestones throughout the Capstone experience; i.e., each student needs to complete a project plan for the Capstone,	The Instructional Design Curriculum Committee meets monthly to review input from various sources on an ongoing basis in order to make changes to the Instructional Design curriculum. Those sources include: emerging trends in the industry, input	The Instructional Design Graduate Program underwent its last AQUAD review in February 2018.

			complete a Design Document, which includes grounding the educational/organizational issue with relevant, academic research, undertaking a needs assessment to collect data on said issue with key stakeholders in the process, design relevant learning objectives, design a prototype of the educational intervention(s). Feedback from the Capstone Advisor is provided at these two junctures before the student can proceed to the final development stage, piloting (where appropriate), and evaluation stages of the Capstone.	from student evaluations, best practices shared at conferences, input from industry experts. Also, as part of the past AQUAD review, two outside reviewers provided valuable feedback and input which was incorporated in subsequent curriculum changes. Now that the Instructional Design Graduate program is a part of the Curriculum and Instruction Department in the College of Education and Human Development, ongoing discussions and input from a wider group of faculty colleagues will continue to inform the growth and changes to this viable program.	
Instructional & Learning Design, Certificate	Program webpage: https://www.umb.edu/academics/program-finder/instructional-learning-design-certificate/	Each student demonstrates competencies in four core areas: • Foundations of instructional design • Adult learning • Assessment and evaluation • Design and instruction of online courses	The advisor is responsible for reviewing the portfolio of student work	The Instructional Design Curriculum Committee meets monthly to review input from various sources on an ongoing basis in order to make changes to the Instructional Design curriculum. Those sources include: emerging trends in the industry, input from student evaluations, best practices shared at conferences, input from industry experts. Also, as part of the past AQUAD review, two outside reviewers	2018 AQUAD

				provided valuable feedback and input which was incorporated in subsequent curriculum changes. Now that the Instructional Design Graduate program is a part of the Curriculum and Instruction Department in the College of Education and Human Development, ongoing discussions and input from a wider group of faculty colleagues will continue to inform the growth and changes to this viable program.	
Instructional Technology Design, Certificate	Program webpage: https://www.umb.edu/academics/program-finder/instructional-technology-design-certificate/	Each student demonstrates competencies in four core areas: • Foundations of instructional design • Planning, design and development in eLearning • Multimedia	The advisor is responsible for reviewing the portfolio of student work	The Instructional Design Curriculum Committee meets monthly to review input from various sources on an ongoing basis in order to make changes to the Instructional Design curriculum. Those sources include: emerging trends in the industry, input from student evaluations, best practices shared at conferences, input from industry experts. Also, as part of the past AQUAD review, two outside reviewers provided valuable feedback and input which was incorporated in subsequent curriculum changes. Now that the Instructional Design Graduate program is a part of	2018 AQUAD

			the Curriculum and Instruction Department in the College of Education and Human Development, ongoing discussions and input from a wider group of faculty colleagues will continue to inform the growth and changes to this viable program.	
Learning, Teaching & Educational Transformation, MEd	Program webpage: https://www.umb.edu/academics/program-finder/education-learn-teach-educational-transform-med/	The following requirements are used to determine achievement of outcomes: 1) A capstone course and capstone paper 2) Students complete a Reflective Practitioner's Portfolio. 3) Students complete an Exit Self-Assessment	The capstone course instructor serves as the first reviewer for the capstone paper and presentation, and an additional faculty member or graduate program director serves as the second reviewer, and the review is based on an evaluation rubric that determines achievement around several core competencies. Written feedback is returned to the student (in some cases leading to requirement to revise the paper if not reaching the passing level at that point). The graduate program director, assistant director, and sometimes other faculty review the Reflective Practitioner's Portfolio and the Exit Self-Assessment and return written comments to the student to confirm completion or need for further revision.	This program was approved in 2022	Program was approved in 2022

Applied Behavior Analysis (ABA) for Special Populations, Certificate	Program webpage: https://www.umb.edu/academics/program-finder/applied-behavior-analysis-for-special-populations-/	Students take the Board-Certified Behavior Analyst (BCBA) exam after finishing the certificate courses (or after finishing the Med:LTET degree that can include the ABA certificate courses, if necessary, as the Behavior Analyst Certification Board (BACB) requires at least a master's degree to take the exam).	The administrator of the ABA program (Jill Tilton) checks the certificate listings of the BACB two or three times a year to see who's passed the exam. In addition, the BACB informs programs, and publishes on their website, the pass rates for first-time test-takers for each program in the previous year.	In order to improve pass-rate, the program requires that students be doing their supervised fieldwork concurrently with taking the courses to consolidate their learning, not wait until afterwards. A certain number of fieldwork hours supervised by someone who is already a BCBA trained to supervise students is required by the BACB in order to take the BCBA exam, but the program doesn't provide placements – students are already working in the field, and while in the program must have a BCBA supervisor as an extra resource to the student.

Also, students are now required to finish the ABA online learning module series from Behavior Development Solutions in order to earn their Certificate in ABA. The learning exercises in the modules are closely correlated with the BACB's Task List items. | The ABA Certificate has never had a formal review. The Med:LTET, of which ABA students form one track, had an AQUAD review in 2013?. The ABA program is not accredited, but the Certificate is a Verified Course Sequence with the BACB and Association for Behavior Analysis International (ABAI), meaning students who successfully complete all the courses in the certificate are considered to have met the required hours of coursework in the appropriate ABA content areas to take the BCBA exam.

The seven-course sequence became approved as a Verified Course |

					Sequence for the new Task List 5 in Sept. 2019 after submission of syllabi for the revised courses. We have applied for the annual renewal of this status this September (don't need to submit syllabi again).

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION\

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
College of Education and Human Development				
Mental Health, MS Masters in Psychology and Counseling. Accreditation Council; DESE	MPCAC: 2023	Given the workload and responsibilities of the Program Director, develop and implement strategies to adequately compensate and manage the workload of the Program Director (e.g., an additional stipend for summer work, an additional course release, an assistant director) and creates an incentive for other faculty members to take on this role in the future. Ensure that the students seeking online internship sites receive sufficient support. This might require hiring a dedicated staff member to serve as an online Internship Coordinator, or restructuring the positions to better manage both placement and communication with online internship sites.	100-hour practicum; 600-hour internship; passing grade on a Capstone project	2023

		Revise the practicum/internship process so that the differences between these segments of training are clear, specifically ensuring that supervisors are sufficiently informed about the faculty contacts when the practicum starts. Likely there could be an agreement that details expectations for faculty, students, and supervisors. Determine the number of graduates who have become licensed, at least in Massachusetts, in a specified period of time. Develop and implement procedures to disseminate the results of program evaluations and describe these for MPCAC, noting who receives it and how the relevant stakeholders can access it.		
Counseling, MEd/CAGS Masters in Psychology and Counseling Accreditation Council; DESE	MPCAC: 2023 site visit just conducted in fall; still awaiting final recommendations.	Preliminary recommendations of MPCAC: 1. The workload of the program director, Amy Cook, who also serves as the Department Chair seems excessive **(Standard E.1).** 2. An overreliance on non-school counseling faculty gives the appearance of sufficient number of faculty to sustain the program; the majority of the faculty teaching are not directly active in the School Counseling	100-hour practicum in a school setting; 600-hour internship in a school setting; passing grade on a Capstone project Key performance indicators for DESE selected by program: • Gateway Assessments (Practicum and Internship) • Capstone Portfolio Key performance indicators required by MA DESE: • MA Tests for Educator Licensure	MCAC: 2023; DESE: 2021

		program **(Standard E. 2).**	(MTEL)	
		3. It is not clear that the positions (FTE or lecturer lines) being considered for this program (e.g., Rehab Counseling position split with School Counseling) will benefit the school counseling program; of concern is whether such individuals will have appropriate professional credentials and experience **(Standard E. 2).**		
		4. Of concern is whether the school counseling faculty have sufficient time to access research opportunities **(Standard E. 6).**		
		5. Although the entire department meets monthly, there is not a regularly schedule program meeting to allow for formal discussions on specific program concerns, including student issues **(Standard F.1).**		
		6. The remediation processes do not seem to include non-academic student situations (e.g., behavioral, professional, ethical, or competency		

		concerns) which could result in dismissal from program. **(Standard F. 5).** 7. The advisement system seems disjointed and unclear with the switching of advisors from year one to year two, during practicum and internship; there is an apparent lack of clarity among some instructors regarding this advisement role while teaching the internship course **(Standard F. 8).** 8. Whether the implemented program evaluation procedures are ongoing is unclear **(Standard G.2).** 9. Results of program evaluations and subsequent changes are not disseminated to relevant stakeholders (e.g., students, site supervisors) **(Standard G. 2).** 10. There is not a systematic annual review of students with documented feedback (beyond field placement feedback); students are unclear about the nature of the process **(Standard G. 3).**		

School Psychology, MEd/EdS National Association of School Psychology (NASP)	2018	Not applicable (other than continue to pay accreditation fee)	1200-hour internship; passing score on the Praxis exam; portfolio capstone with numerous materials (e.g., case study, psycho-educational reports, evaluations)	Year 2024
School Psychology, PhD American Psychological Association	2016	Include more ethics training in the curriculum (in response to this key issue, the program included an ethics component in the foundation course); Consider exploring space options for research collaborations and faculty-student interaction	Practicum (800 hours); Internship (800 hours); Licensure Exam (not required for graduation, but required for licensure)	Self-study due spring 2024; site visit in 2025
Counseling Psychology, PhD American Psychological Association	2015	A. Continue recruitment of diverse faculty and students B. Increase opportunities for assessment	A. Dissertation completion prior to internship B. Internship matching rate of 100% C. Licensure rates among alumni at 50% within 2 years	Self-study submitted June 2023, site visit in fall 2024
Early Education and Care in Inclusive Settings (EECIS), BA The EECIS program was accredited in the last TEAC accreditation in 2016. The Early Intervention Program within EECIS has been accredited by the Massachusetts Department of Public	2022	DESE: All UMass Boston Teacher Education Programs in Curriculum & Instruction were fully approved by MA DESE. We must continue meeting the standards set forth in the domains of Organization, Partnerships, and Continuous Improvement. In the domain of The Candidate, one key issue for continuing accreditation is that candidates at risk of not meeting standards are identified throughout the program (in pre-practicum, during coursework, and while in practicum) and receive necessary supports	Tevera portfolio; Core assignments; CAP data for licensure candidates Key performance indicators selected by program: • Program-specific Core Assignments • Gateway Assessments (Pre-Practicum course and portfolio) • Capstone (Practicum course and portfolio) Key performance indicators required by MA DESE: • MA Tests for Educator Licensure	DESE: All Teacher Education Programs underwent a formal review process by DESE in 2022; Next DESE review in 2029. AQUAD: Site visit scheduled

			(MTEL)	Spring 2024.
Health since 2012.		and guidance to improve or exit. In the domain of Field-Based Experiences, one key issue for continuing accreditation is: Supervising Practitioners and Program Supervisors receive training, support and development from the SO that impacts candidate effectiveness. AQUAD: Initial self-study in progress.	• Candidate Assessment of Performance (CAP) • Annual Survey of Candidates, Completers, Supervising Practitioners, and Hiring Principals • Educator Evaluation Data • Student Growth Percentile data (SGP) • Partner (Schools/Districts) Survey AQUAD: Key performance indicators selected by the program: • Program-specific Courses and Assignments • Assessments linked to course objectives drawing from DPH competencies, MA DESE Professional Standards for Teachers, and MA Department of Early Education and Care Professional Competencies Key performance indicators required by AQUAD • Adequate qualifications of faculty	
Undergraduate Education Minor DESE	2022	All UMass Boston Teacher Education Programs in Curriculum & Instruction were fully approved by MA DESE. We must continue meeting the standards set forth in the domains of Organization, Partnerships, and Continuous Improvement. In the domain of The Candidate, one key issue for continuing accreditation is: Candidates at risk of not meeting standards are identified throughout the program (in pre-practicum, during coursework, and while in practicum) and	Tevera portfolio; Core assignments; CAP data for licensure candidates Key performance indicators selected by program: • Program-specific Core Assignments • Gateway Assessments (Pre-Practicum) • Capstone Portfolio (Practicum) Key performance indicators required by MA DESE: • MA Tests for Educator Licensure	All Teacher Education Programs underwent a formal review process by DESE in 2022; Next DESE review in 2029.

			(MTEL) • Candidate Assessment of Performance (CAP) • Annual Survey of Candidates, Completers, Supervising Practitioners, and Hiring Principals • Educator Evaluation Data • Student Growth Percentile data (SGP) • Partner (Schools/Districts) Survey	
Early Childhood, MEd PK-2 Initial Licensure; DESE Community Professional (non-licensure); AQUAD	2022	DESE: All UMass Boston Teacher Education Programs in Curriculum & Instruction were fully approved by MA DESE. We must continue meeting the standards set forth in the domains of Organization, Partnerships, and Continuous Improvement. In the domain of The Candidate, one key issue for continuing accreditation is: Candidates at risk of not meeting standards are identified throughout the program (in pre-practicum, during coursework, and while in practicum) and receive necessary supports and guidance to improve or exit. In the domain of Field-Based Experiences, one key issue for continuing accreditation is: Supervising Practitioners and Program Supervisors receive training, support and development from the SO that impacts candidate effectiveness. AQUAD: Initial self-study in progress.	Tevera portfolio; Core assignments; CAP data for licensure candidates Key performance indicators selected by program: • Program-specific Core Assignments • Gateway Assessments (Pre-Practicum course and portfolio) • Capstone (Practicum course and portfolio) Key performance indicators required by MA DESE: • MA Tests for Educator Licensure (MTEL) • Candidate Assessment of Performance (CAP) • Annual Survey of Candidates, Completers, Supervising Practitioners, and Hiring Principals • Educator Evaluation Data • Student Growth Percentile data (SGP) • Partner (Schools/Districts) Survey AQUAD: Key performance indicators selected by	DESE: All Teacher Education Programs underwent a formal review process by DESE in 2022; Next DESE review in 2029. AQUAD: Site visit scheduled Spring 2024.

			program: • Program-specific Courses and Assignments • Assessments linked to course objectives drawing from DPH competencies, MA DESE Professional Standards for Teachers, and MA Department of Early Education and Care Professional Competencies • Capstone (Practicum course and/or portfolio) Key performance indicators required by AQUAD: •Adequate qualifications of faculty • Surveys of students and graduates during AQUAD review year	
Elementary Education, MEd DESE	2022	All UMass Boston Teacher Education Programs in Curriculum & Instruction were fully approved by MA DESE. We must continue meeting the standards set forth in the domains of Organization, Partnerships, and Continuous Improvement. In the domain of The Candidate, one key issue for continuing accreditation is: Candidates at risk of not meeting standards are identified throughout the program (in pre-practicum, during coursework, and while in practicum) and receive necessary supports and guidance to improve or exit. In the domain of Field-Based Experiences, one key issue for continuing accreditation is: Supervising Practitioners and Program Supervisors receive training, support and development from the SO that impacts candidate effectiveness.	Tevera portfolio; Core assignments; CAP data for licensure candidates Key performance indicators selected by program: • Program-specific Core Assignments • Gateway Assessments (Pre-Practicum) • Capstone Portfolio (Practicum) Key performance indicators required by MA DESE: • MA Tests for Educator Licensure (MTEL) • Candidate Assessment of Performance (CAP) • Annual Survey of Candidates, Completers, Supervising Practitioners, and Hiring Principals • Educator Evaluation Data • Student Growth Percentile data (SGP)	All Teacher Education Programs underwent a formal review process by DESE in 2022; Next DESE review in 2029

			• Partner (Schools/Districts) Survey	
Middle/Secondary Education, MEd DESE	2022	All UMass Boston Teacher Education Programs in Curriculum & Instruction were fully approved by MA DESE. We must continue meeting the standards set forth in the domains of Organization, Partnerships, and Continuous Improvement. In the domain of The Candidate, one key issue for continuing accreditation is: Candidates at risk of not meeting standards are identified throughout the program (in pre-practicum, during coursework, and while in practicum) and receive necessary supports and guidance to improve or exit. In the domain of Field-Based Experiences, one key issue for continuing accreditation is: Supervising Practitioners and Program Supervisors receive training, support and development from the SO that impacts candidate effectiveness.	Tevera portfolio; Core assignments; CAP data for licensure candidates Key performance indicators selected by program: • Program-specific Core Assignments • Gateway Assessments (Pre-Practicum) • Capstone Portfolio (Practicum) Key performance indicators required by MA DESE: • MA Tests for Educator Licensure (MTEL) • Candidate Assessment of Performance (CAP) • Annual Survey of Candidates, Completers, Supervising Practitioners, and Hiring Principals • Educator Evaluation Data • Student Growth Percentile data (SGP) • Partner (Schools/Districts) Survey	All Teacher Education Programs underwent a formal review process by DESE in 2022; Next DESE review in 2029.
Special Education, MEd and Certificate DESE	2022	All UMass Boston Teacher Education Programs in Curriculum & Instruction were fully approved by MA DESE. We must continue meeting the standards set forth in the domains of Organization, Partnerships, and Continuous Improvement. In the domain of The Candidate, one key issue for continuing accreditation is: Candidates at risk of not meeting standards are identified throughout the program (in pre-practicum, during	Tevera portfolio; Core assignments; CAP data for licensure candidates Key performance indicators selected by program: • Program-specific Core Assignments • Gateway Assessments (Pre-Practicum) • Capstone Portfolio (Practicum) Key performance indicators required by MA DESE:	All Teacher Education Programs underwent a formal review process by DESE in 2022; Next DESE review in 2029.

		coursework, and while in practicum) and receive necessary supports and guidance to improve or exit. In the domain of Field-Based Experiences, one key issue for continuing accreditation is: Supervising Practitioners and Program Supervisors receive training, support and development from the SO that impacts candidate effectiveness.	• MA Tests for Educator Licensure (MTEL) • Candidate Assessment of Performance (CAP) • Annual Survey of Candidates, Completers, Supervising Practitioners, and Hiring Principals • Educator Evaluation Data • Student Growth Percentile data (SGP) • Partner (Schools/Districts) Survey	
Autism Endorsement, Certificate DESE	Provisionally approved in 2017	Program began enrolling candidates during 21/22 academic year and will graduate first completers in spring 2024; will examine available state data and evidence collected onsite through focus groups and surveys	a) SMK matrices for Autism Endorsement b) Program specific core assignments (e.g., observations that target SMK matrices; social skill assessment report; functional behavioral assessment (FBA) and behavior intervention plan (BIP); student intervention plan) c) Field experience portfolio (e.g., IEP charts; video-taped lesson; behavior intervention plan). d) Annual Survey of Candidates, Completers, Supervising Practitioners, and Hiring Principals e) Educator Evaluation Data f) Student Growth Percentile data (SGP) g) Partner (Schools/Districts) Survey	First review of the program will occur during the next DESE program review in 2029.
Educational Administration, MEd/CAGS MA Department of Elementary and Secondary Education	2022	Our application to operate licensure programs (Masters/CAGS) in Educational Administration has been "approved with conditions." Key issues for continuing accreditation include: Providing evidence to demonstrate that completers of Administrator programs over the past year had the pedagogical skills necessary to be	Key performance indicators selected by program: Capstone Portfolio aligned with MA DESE Professional Standards and Indicators for Administrative Leadership (completed during Internship I and II) UMass Boston Core Leadership Competencies	All Educator Licensure programs underwent a formal review process by DESE in 2022; Next DESE review in

(DESE)		effective in the licensure role; Providing evidence to demonstrate how content in Administrator programs is differentiated by subject area and grade levels (i.e., 5-8, 9-12).	Cultural Bias Self-Assessments Practicum Coaching Plan <u>Key performance indicators required by MA DESE:</u> Massachusetts Test for Educator Licensure (MTEL) Massachusetts Performance Assessment for Leaders (PAL) Annual Survey of Administrator Candidates and Administrator Completers Educator Evaluation Data Student Growth Percentile data (SGP) Partner (Schools/Districts) Survey	2029.
Rehabilitation Counseling, MS CACREP accreditation as a rehabilitation counseling program; CACREP accreditation as a clinical rehabilitation and mental health counseling program	CACREP site visit occurred September 2023. Final letter and decision due January 2024	Review just completed. Final decision and letter anticipate January, 2024	Please visit the website for list of over 100 standards https://www.cacrep.org/	Fall 2022-Spring 2023 Review completed. Final determination due Jan. 2024
Vision Studies, MEd Teacher of Students with VI-DESE (State)	Teacher of Students with VI-DESE: DESE - 5-year accreditation 2022	None - full accreditation	99% employment rates; meet national standards through CEC DVIDB https://dvidb.exceptionalchildren.org/standards/initial-specialty-set-blind-and-visual-	Teacher of Students with VI: October 2027

			impairments	
Vision Studies: Assistive Technology for VI Track, MEd Assistive Technology (AT), Certificate

We were the 2nd program in North America to offer this program.

ACVREP as a Certified Assistive Tech Instructional Specialist (CATIS) (International), AERAC (International) | For MEd Vision Studies: Assistive Technology for VI Certificate: ACVREP approval of content to certify our graduates occurred in 2019. The program is just now preparing for AERAC review as AERAC requires the program to be at least 1 year old and to have graduates. | None Preparing for Accreditation Review | employment rates 99% as most are employed and adding to their skills; AERAC ATVI Standards and Body of Knowledge https://www.acvrep.org/certifications/catis-bok | Program began recruiting in AY 2019-20. |
| Cortical/Cerebral Visual Impairment (CVI), Certificate

We are the first program in the country to offer this certificate that began Fall 2020. There is no certifying/accrediting body at this time. | For Certificate: Cortical/Cerebral Visual Impairment: CVI does not have an accreditation or certifying body." | None | Council for Exceptional Children (CEC) Division of Visual Impairment and Deafblindedness (DVIDB) National Standards

All are employed in the Vision profession and adding on to their skills.

60% of TVI caseloads are children with brain-based low vision or blindness. | New program, but now recruits 10-16 students per year,

DESE is planning to develop an endorsement to recognize this specialization. |
| Vision Studies: Orientation and Mobility Track, Med Orientation and Mobility (O&M), Certificate

Academy for Certification of Vision | For M.Ed. Vision Studies: Orientation and Mobility: AERAC - 5-year accreditation - Nov. 1, 2018

ACVREP approval of | None - full accreditation | 96% employment rates; AERAC O&M Standards Core and Curricular Standards https://www.aerbvi.org/higher-education--colleges-and-universities- | November 1, 2023 Preparing accreditation review from AERAC-In process |

Rehabilitation and Education Professionals (ACVREP) (International), Association for Education and Rehabilitation Accreditation Council (AERAC) (International)	content to certify our graduates			
Vision Studies: Vision Rehabilitation Therapy Track, MEd Vision Rehabilitation Therapy (VRT), Certificate ACVREP (International), AERAC (International)	For M.Ed. Vision Studies: Vision Rehabilitation Therapy Certificate: AERAC - 5-year accreditation - May 19, 2020 ACVREP approval of content to certify our graduates	None - full accreditation	98% employment rates; AERAC VRT Standards Core and Curricular Standards https://www.aerbvi.org/higher-education--colleges-and-universities-	May 30, 2025

E-Series Forms: Making Assessment more Explicit

Option E1: Part a. Inventory of educational Effectiveness Indicators

Degree program	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
The Manning College of Nursing and Health Sciences					
Exercise and Health Sciences, MS	Program webpage: https://www.umb.edu/academics/cnhs/exercise_and_health_sciences/graduate_programs/exercise_and_health_sciences_ms	Thesis: Completion of thesis proposal presentation, written thesis, and thesis defense. Non-Thesis: Practicum field experience/capstone for the MS which includes a graded culminating project.	Thesis: Individual student's major thesis advisor and the thesis committee. Non-thesis: Practicum course instructor grades the culminating capstone project. Graduate Program Committee (GPC) also convenes each semester to review curriculum and quality of student's capstones (theses or practicums); and comparison with field's standards at comparable universities.	GPC proposed some major curriculum changes to the original MS program which started in 2013, and the modifications were approved and implemented in 2018.	AQUAD in 2021

Exercise and Health Sciences, PhD	Program webpage: https://www.umb.edu/academics/program-finder/exercise-health-sciences-phd/	Completion of a. Annual Review b. Written qualifying examination c. Oral proposal presentation, d. The written dissertation with an oral defense, which is an independent research study reviewed by a doctoral dissertation committee and adheres to OGS standards.	a. Individual student's major faculty advisor and Graduate Program Committee (GPC) review progress annually. b. Dissertation committee c. Dissertation committee d. Dissertation committee Graduate Program Committee (GPC) also convenes each semester to review curriculum and compare with field's standards at comparable universities.	The program was on hold for recruitment from 2018 to 2022. A revised curriculum was proposed and approved based on the evaluation of the need to develop students with higher level research skills to meet the program outcome of producing research scientists who can succeed at obtaining funding to do independent research. Curriculum modifications were approved for: 1) offering two routes (MS and BS) to the PhD program; 2) reducing credits from 60 to 42; 3) creating a "plan of study/ pre-dissertation" committee for each student; 4) changing the requirement of qualifying exam; 5) changing the requirement of admission; 6) creating 700-level elective courses. The program was re-opened for recruitment in fall 2022.	AQUAD in 2021
Aging Studies, BA	Program webpage: https://www.umb.edu/academics/program-finder/aging-studies-ba/	Students successfully complete twelve (12) classes in the Aging Studies program, including 8 required courses and 4 electives that meet their need to develop their skills and knowledge to pursue graduate study or careers in	Evaluation and analysis are performed by the program Director, Chair, and curriculum committee. Student advising is consistent and frequent. Course evaluations are	We renamed the undergraduate major, "Aging Studies," from "Global Aging and Life Course Studies," to make the content clearer and more accessible for students. For the same reason, we renamed our two primary introductory courses. We offered more fall and spring	The last AQUAD Review took place Spring 2020.

		aging. Studies must complete an internship as part of their mandatory course requirements.	performed at the end of each semester.	courses than ever before, all of which met or exceeded the caps in enrollment. For the first time we offered classes during the summer session. We made sure that all courses in the Aging Studies program meet the general education requirements for Social and Behavioral Sciences and we started adding the general education requirements for Diversity to selected course. We've offered new well-enrolled classes on Diversity in Aging, Death and Dying, and Sexuality and Aging.	
Frank J. Manning Certificate in Gerontology	Program webpage: https://www.umb.edu/academics/program-finder/gerontology-certificate/	Students successfully complete eight (8) required classes in the Aging Studies program that meet their need to develop broad knowledge and skills for careers in aging.	Evaluation and analysis are performed by the program Director, Chair, and curriculum committee. Student advising is consistent and frequent. Course evaluations are performed at the end of each semester.	The Manning Certificate draws on classes in the Aging Studies program. Consequently, the changes noted above for the Aging Studies BA and minor should impact the undergraduate certificate as well. We are considering updating the course requirements for the Manning certificate in light of the expanded curriculum offered.	The last AQUAD Review took place Spring 2020.
Gerontology, PhD	Program webpage: https://www.umb.edu/academics/program-finder/gerontology-phd/	Empirical Research Paper: By the end of the fourth semester of study, gerontology doctoral	Each year the faculty as a whole undertakes a review of each student's progress. The empirical research paper is	The vision for the future of the PhD program is to continue to produce outstanding graduates, who make sustained,	The last AQUAD Review took place Spring 2020.

| | | students are expected to complete an empirical research policy paper, comparable to an article that would be published in a professional academic journal. (2) Qualifying Paper Examination: Each student must complete a qualifying paper exam to be accepted into candidacy for the PhD degree. The qualifying paper provides students with the opportunity to do a critical review of a body of theory and literature related to their dissertation topic. The paper serves as evidence of the student's readiness to begin doctoral work and as a pathway into the broader literature surrounding her/his dissertation topic. (3) Dissertation Project: When a student successfully passes the Qualifying Paper Examination; they becomes a PhD candidate and begins work on a doctoral dissertation that reflects an original and independent scholarly contribution in the field of aging. The student develops a concept paper and then forms a dissertation | assessed by two course instructors and two other faculty members who serve as advisors, as assigned by the first instructor in the two-course sequence through which the paper is generated. The Qualifying Paper Examination (QPE) is assessed by the student's QPE committee chair and two other members assigned by the Graduate Program Director. The Dissertation Project is assessed by the student's dissertation committee, including a chair and two or more members. The chair and at least one member are faculty members with the Gerontology Department. At least one other individual serve as external members of the committee. | productive, and high quality contributions to the academic field of gerontology and who contribute to the wider goal of improving the lives of older adults through scientific discovery and policy analysis. To accomplish this, the Department plans to improve its culture and climate, continue to maintain a curriculum that is current and forward looking, market and recruit a top-notch and diverse student body, recruit faculty, especially diverse faculty, and support our students so that their success is maximized, while collaborating with other units on campus | |

		committee. With the guidance of the dissertation committee, the concept paper evolves into a dissertation proposal, which, once successfully defended, serves as the foundation of the dissertation research. The student completes the research study and prepares the dissertation document under the guidance of the committee. Finally, the dissertation is defended orally in a public meeting with the committee members.			
Gerontology Research/Policy, MS	Program webpage. https://www.umb.edu/academics/program-finder/gerontology-research--policy-ms/	Capstone project	Each year the faculty as a whole undertakes a review of each student's progress. The Capstone Project advisor is reviewed by the faculty member who serves as their advisor for the project.	The Department's objective is to increase enrollments modestly. One option would be to sharpen the program's focus on preparing students to do research with independent research organizations and government agencies, as well as preparing some for PhD programs, through additional coursework in statistics, survey research methods, and qualitative research techniques. Another option would be to enhance the applied policy analysis content. A third option is to directly recruit students from the Department's new	The last AQUAD Review took place Spring 2020.

					undergraduate program.	
Management of Aging Services, MS	Program webpage: https://www.umb.edu/academics/program-finder/gerontology-management-of-aging-services-ms/	Students must successfully complete a Capstone which is the culmination of their academic study.	Evaluation and analysis are performed by the program Directors, Chair and curriculum committee. Student mentoring is consistent and frequent. All students have access to the director at any time. Course evaluations are performed at the end of each semester. Student and alumni surveys are conducted approximately every three years to evaluate curriculum to ensure materials and delivery provide excellent instruction to promote successful careers.	The curriculum has been and continues to be modified to reflect changes in the field and student's needs. The on-line platform is adapted by the University to reflect advancement in technology and ease of access and teaching.	The last AQUAD Review took place Spring 2020.
Management of Aging Services, Graduate Certificate	Program website: https://www.umb.edu/academics/program-finder/gerontology-graduate-certificate/	Students successfully complete five (5) classes in the Management of Aging Services program. Students can choose any 5 that meet their need to develop their skills and fill gaps in knowledge to help them be successful leaders in the field.	Evaluation and analysis are performed by the program Directors, Chair and curriculum committee. Student surveys are completed approximately every three years to evaluate curriculum and ensure materials are current.	The curriculum has been and continues to be modified to reflect changes in the field and student's needs. The on-line platform is adapted by the University to reflect advancement in technology and ease of access and teaching.	The last AQUAD Review took place Spring 2020.

			All students have access to the director at any time. Course evaluations are performed at the end of each semester.		
Nursing, PhD	Program webpage: https://www.umb.edu/academics/program-finder/nursing-phd/	Successful comprehensive examinations at end of course work Successful dissertation defense and submission to Proquest.	PhD Program Committee throughout the academic year at monthly meetings led by Graduate Program Director (GPD) for ALL Doctoral programs as part of SEP (Systematic Evaluation Plan)	Revision of comprehensive examination process; Curriculum revision of PhD Program; Development of synergies/consortium approach to programming with McCormack Graduate Program, UMass Lowell PhD in Nursing; Branding and integration of Population Health and Policy; opened the program to non-nurses; balanced domestic and international student mix; partnered with the DNP Program; Implemented Systematic Evaluation Plan; Created an Advisory Group to the Program; Developing more Online Options for students.	AQUAD PhD in Nursing= 2018
Urban Public Health, BS (Launched fall 2023)	Program website: https://www.umb.edu/academics/program-finder/urban-public-health-bs/	Capstone project	Annually by the curriculum committee	N/A	N/A

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
The Manning College of Nursing and Health Sciences				
Addictions Counselor Education Program (ACEP), Certificate	National Affiliation is National Association of Alcohol and Drug Addiction Counselors on (NAADAC) on August, 2023. MA subsidiary, MAADAC, committee attendance is maintained.	Syllabi now reviewed every semester. Students are now required to read the NAADAC Code of Ethics prior to a Capstone experience. Review of all practices are reviewed quarterly by current Program Director.	Maintain Practice Standards The Addiction Counseling Education Program has been moved into the Manning College of the Nursing and Health Sciences at the University of Massachusetts Boston. The Program is no longer a stand-alone program but adheres to Program requirements in the University format. Program is fully Virtual - Synchronous/Asynchronous format. All courses adhere to MA State requirements for LADC examination. All Program requirements are monitored by the Program Director. (Donna M White PhD, RN, CARN, CADC II, LADC I).	Review of syllabi was completed in 2022 for conformity of current language consistent with DSM-V evidence based terminology. Practice and academic review for NAADAC is due 2025
Accreditation/Approval: Credentialing for National Council on Problem Gambling.	Gambling Certification is tentatively planned for the Program in 2024	Implementation of Gambling Certification will be considered after curriculum review 2024.		

	after a CQI review. Membership renewed December, 2023			
Consistent with the mission of the University of MA Boston to promote diversity and inclusion, exploration of partnering with an Association that works directly with people of color has been initiated.	Awaiting a response back from a National Group.			
Newer credential-Mass Dept of Public Health Bureau of Substance Addiction Services Board Member Approved Addiction Education Programs	MA Bureau of Substance Addiction Services Education Committee membership intact. Meets quarterly statewide.			
Addictions Counselor Education Program, Certificate Accreditation/Approval: Credentialing for Licensed Alcohol and Drug Counselor	Accreditation and approval authorized by Department of Public Health.	Same as above.	All Courses in the Program require a Pass grade (inclusive of the Capstone Experience) to be considered completion of the Program. Each Transcript is reviewed prior to a Certificate being issued.	Same as above.
Addictions Counselor Education Program	Massachusetts Department of Public	Recertification application every two years.	Continuation of approved requirements. Conform to any requirement updates.	Complete recertification

(ACEP), Certificate Accreditation/Approval: Credentialing for Certified SUD Counselor (LADC)	Health, Bureau of Substance Abuse Services. Recertification sent early to Massachusetts Department of Public Health , December, 2023	Previously, due on August, 2024.	Certificate no longer has electives. All courses are required to complete to earn the University Certificate.	application and submit 60 days prior to expiration. Now due December, 2025

Exercise and Health Sciences, BS
 	
Commission on Accreditation of Allied Health Education Programs (CAAHEP) Committee on Accreditation for the Exercise Sciences (CoAES)
	CAAHEP CoAES 2023	Met all standards for initial accreditation	Programmatic Outcomes Benchmarks:
			Retention: 70%
			Culminating Experience:
			   a. National Credentialing Exam: Reported/Pass Rate
			   b. Internship/Project: Pass Rate 50%
			Graduation Rate: Reported
			Graduate Positive Placement: 80%
			Employer Satisfaction Surveys:
			   a. Return Rate: Reported
			   b. Satisfaction Rate: Reported
			Graduation Satisfaction Surveys:
			   a. Return Rate 50%
			   b. Satisfaction Rate 85%
			Non-outcome Programmatic Reporting Requirements
			Advisory Board Meeting at least once per year
			Outcome
			Publication: https://www.umb.edu/academics/program-finder/exercise-health-sciences-bs/
			Program Enrollment: Reported
				January 2028

Accelerated Nursing, BS Commission on Collegiate Nursing Education (CCNE	AACN/CCNE 2021 BORN 2023	Met all Standards	• Program Completion Rates; • Writing Proficiency Examination; • Pass Rates RN Licensure Exam (first time taking examination ≥80%); • Skyfactor/EBI Exit Surveys with institutional	Spring 2031

			comparisons (select 6 and Carnegie Classification); • Employment Rates post-graduation; • Faculty Promotion Rates and productivity as evidence of faculty quality	
(National Accreditation) & MA Board of Registration in Nursing (BORN regulatory body at State of MA level annual performance report)				
Nursing for RN's, BS Commission on Collegiate Nursing Education (CCNE (National Accreditation) & MA Board of Registration in Nursing (BORN regulatory body at State of MA level annual performance report)	AACN/CCNE 2021 BORN 2023	Met all Standards	• Program Completion Rates; • Writing Proficiency Examination; • Skyfactor/EBI Exit Surveys with institutional comparisons (select 6 and Carnegie Classification); • Employment Rates post-graduation; • Faculty Promotion Rates and productivity as evidence of faculty quality	Spring 2031
Nursing, BS Commission on Collegiate Nursing Education (CCNE (National Accreditation) & MA Board of Registration in Nursing (BORN regulatory body at State of MA level annual performance report)	AACN/CCNE 2021 BORN 2023	Met all Standards	• Program Completion Rates; • Writing Proficiency Examination; • Pass Rates RN Licensure Exam (first time taking examination ≥80%); • Skyfactor/EBI Exit Surveys with institutional comparisons (select 6 and Carnegie Classification); • Employment Rates post-graduation; • Faculty Promotion Rates and productivity as evidence of faculty quality	Spring 2031

Doctor of Nursing Practice (DNP) Commission on Collegiate Nursing Education (CCNE National Accreditation)	2016 2018 Midterm 2019	Met all Standard Met all Standards	• Completion Rates; • Capstone Scholarly Project; • Skyfactor/EBI Exit Surveys with institutional comparisons (select 6 and Carnegie Classification);	2029
Nursing, MS Commission on Collegiate Nursing Education (CCNE National Accreditation)	2021	Met All Standards	• Program Completion Rates; • Capstone Project • Certification Exam Pass Rates American Academy of Nurse Practitioners (AANP) & American Nurses Credentialing Center (ANCC) • Employment as an NP post-graduation; Skyfactor/EBI Exit Surveys with institutional comparisons (select 6 and Carnegie Classification; • Faculty Promotion Rates and productivity as evidence of faculty quality	Spring 2031
Nurse Practitioner, Post-Master's Certificate Commission on Collegiate Nursing Education (CCNE National Accreditation)	2016 2018 Midterm 2019	Met all Standards Met all Standards AGNP track was suspended.	• Completion Rates; • Certification Exam Pass Rates American Academy of Nurse Practitioners (AANP) & American Nurses Credentialing Center (ANCC) • Employment as an NP post-graduation; Skyfactor/EBI Exit Surveys with institutional comparisons (select 6 and Carnegie Classified.); • Faculty Promotion Rates as evidence of faculty quality	2029

Standard 7: Institutional Resources
(Statement of Financial Position/Statement of Net Assets)

	Fiscal Year ends - month & day: (/)	2 Years Prior (FY 22)	1 Year Prior (FY 23)	Most Recent Year	% Change 2 yrs-1 yr prior	% Change 1 y-most recent
	ASSETS (in 000s)					
?	Cash and Short Term Investments	$75,746	$66,792	$81,204	-11.8%	21.6%
?	Cash held by State Treasurer	$14,754	$2,626	$9,256	-82.2%	252.4%
?	Deposits held by State Treasurer	$29,876	$32,199	$51,599	7.8%	60.3%
?	Accounts Receivable, Net	$58,124	$58,109	$56,692	0.0%	-2.4%
?	Contributions Receivable, Net	$543	$1,667	$1,884	207.1%	13.0%
?	Inventory and Prepaid Expenses	$957	$1,085	$1,194	13.4%	10.1%
?	Long-Term Investments	$91,986	$122,082	$139,216	32.7%	14.0%
?	Loans to Students				-	-
?	Funds held under bond agreement				-	-
?	Property, plants, and equipment, net	$930,393	$946,342	$955,269	1.7%	0.9%
?	Other Assets	$16,229	$19,594	$25,635	20.7%	30.8%
	Total Assets	**$1,218,608**	**$1,250,497**	**$1,321,948**	2.6%	5.7%
	LIABILITIES (in 000s)					
?	Accounts payable and accrued liabilities	$65,846	$65,331	$73,155	-0.8%	12.0%
?	Deferred revenue & refundable advances	$16,468	$26,927	$49,393	63.5%	83.4%
?	Due to state	$0	$0		-	-
?	Due to affiliates	$0	$0		-	-
?	Annuity and life income obligations				-	-
?	Amounts held on behalf of others				-	-
?	Long-term investments	$497,837	$492,732	$496,588	-1.0%	0.8%
?	Refundable government advances				-	-
?	Other long-term liabilities	$31,991	$31,093	$29,489	-2.8%	-5.2%
	Total Liabilities	**$612,142**	**$616,083**	**$648,625**	0.6%	5.3%
	NET ASSETS (in 000s)					
	Net Assets without donor restrictions					
	Institutional	**$504,713**	**$531,199**	**$563,111**	5.2%	6.0%
?	Foundation	**$64,706**	**$73,530**	**$79,900**	13.6%	8.7%
	Total	**$569,419**	**$604,729**	**$643,011**	6.2%	6.3%
	Net Assets with donor restrictions					
	Institutional	**$25,928**	**$18,575**	**$17,070**	-28.4%	-8.1%
?	Foundation	**$11,119**	**$11,110**	**$13,242**	-0.1%	19.2%
	Total	**$37,047**	**$29,685**	**$30,312**	-19.9%	2.1%
	Total Net Assets	**$606,466**	**$634,414**	**$673,323**	4.6%	6.1%
	TOTAL LIABILITIES and NET ASSETS	**$1,218,608**	**$1,250,497**	**$1,321,948**	2.6%	5.7%

Please enter any explanatory notes related to the institution's Statement of Financial Position in the box below

Other Assets & Other Long-Term Liabilities include Deferred Outflows (Loss on Debt Refunding) and Deferred Inflows (Leases), respectively.

Standard 7: Institutional Resources
(Statement of Debt)

FISCAL YEAR ENDS month & day (/)			3 Years Prior (FY21)	2 Years Prior (FY22)	Most Recently Completed Year (FY 23)	Current Year (FY 24)	Next Year Forward (FY 25)
		Long-term Debt					
		Beginning balance	$477,215	$483,840	$489,772	$485,793	$490,419
		Additions	$110,343	$20,000	$11,000	$67,817	$52,800
	?	Reductions	($103,718)	($14,068)	($14,979)	($63,191)	($121,800)
		Ending balance	**$483,840**	**$489,772**	**$485,793**	**$490,419**	**$421,419**
		Interest paid during fiscal year	$18,888	$19,209	$19,094	$20,633	$17,121
		Current Portion	$12,005	$33,461	$46,843	$66,366	$13,600
		Bond Rating (if applicable)	University Bond Rating - Not Campus Specific (see below for University rating)				
		Debt to Assets Ratio Long-term Debt / Total Assets	0.40	0.40	0.39	0.37	

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met.   If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the instituiton). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.

The UMass Building Authority is the University's major instrument for long term financing of capital.

Debt service is paid twice a year-- November 1 and May 1.The University is in compliance with all debt covenants and its credit ratings by the three major bond ratings agencies are as follows:

Fitch: AA

Moody's Investors Service: Aa2

Standard & Poor's Global Ratting: AA-

**Operating Revenue calculated as Income before other revenues, expenses, gains, or losses (line 42 Revenue & Expense Statement)

Line(s) of Credit: List the institutions line(s) of credit and their uses.

N/A

Future borrowing plans (please describe).

FY25 Budget Assumption - Payoff portion of debt with funds from fully executed ground lease

Standard 7: Institutional Resources
(Financial Aid)

FISCAL YEAR ENDS month & day (/)	3 Years Prior (FY21)	2 Years Prior (FY22)	Most Recently Completed Year (FY 23)	Current Year (FY 24)	Next Year Forward (FY 25)
FINANCIAL AID					
Source of funds					
Unrestricted institutional	$51,191	$52,396	$58,023	$60,441	$60,324
Federal, state and private grants	**$51,453**	**$58,254**	**$44,946**	**$55,550**	**$55,442**
Restricted funds	**$1,624**	**$2,071**	**$2,112**	**$2,468**	**$2,463**
Total	**$104,268**	**$112,721**	**$105,081**	**$118,459**	**$118,229**
% Discount of tuition and fees	28.9%	31.4%	32.0%	40.7%	39.0%
? % Unrestricted discount	49.1%	46.5%	55.2%	51.0%	51.0%
Net Tutition Revenue per FTE (1&2)	13,440.38	13,221.64	14,431.41	14,215.61	-
Net Student Fees per FTE (1&2)	13,440.38	13,221.64	14,431.41	14,215.61	-
? FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE	Not Applicable - Federal Composit Scores are for private institutions				

Provide any explanatory notes related to the institution's financial aid in the box below.

1 - FTE used in calculation is taken from IPEDS Enrollment

2- Net University Revenue includes both Tution & Fees. Allowance discount is not tracked seperately for each.

	Fiscal Year ends - month& day: (/)	3 Years Prior (FY21)	2 Years Prior (FY22)	Most Recently Completed Year (FY 23)	Current Year (FY 24)	Next Year Forward (FY 25)
	OPERATING REVENUES (in 000s)					
?	Tuition and fees	$256,240	$244,867	$262,621	$276,605	$287,943
?	Room and board	$1,690	$6,447	$6,688	$6,955	$6,555
?	Less: Financial aid	-$74,079	-$76,828	-$83,923	-$112,476	-$112,318
	Net student fees	$183,851	$174,486	$185,386	$171,085	$182,180
?	Government grants and contracts	$42,626	$47,285	$56,146	$67,462	$66,288
?	Private gifts, grants and contracts	$15,559	$16,280	$18,497	$25,961	$20,173
?	Other auxiliary enterprises	$1,540	$7,121	$7,830	$8,064	$8,717
	Endowment income used in operations	$3,450	$3,394	$4,275	$4,995	$6,447
?	Other revenue (specify):	$1,262	$1,927	$2,446	$2,580	$2,378
	Other revenue (specify):	$3,274	$2,101	$3,091	$7,254	$4,293
	Net assets released from restrictions					
	Total Operating Revenues	**$251,562**	**$252,594**	**$277,671**	**$287,400**	**$290,476**
	OPERATING EXPENSES (in 000s)					
?	Instruction	$166,314	$168,888	$174,449	$192,070	$197,202
?	Research	$34,975	$34,669	$37,128	$41,229	$42,331
?	Public Service	$9,544	$10,901	$15,190	$21,656	$22,235
?	Academic Support	$33,933	$34,275	$40,119	$42,626	$43,765
?	Student Services	$30,503	$33,530	$41,503	$43,151	$44,304
?	Institutional Support	$45,612	$59,754	$55,540	$60,869	$62,496
	Fundraising and alumni relations	$5,029	$6,371	$7,463	$8,796	$9,031
?	Operation, maintenance of plant (if not allocated)	$29,239	$33,131	$34,888	$38,081	$39,099
?	Scholarships and fellowships (cash refunded by public institution)	$30,189	$35,893	$21,159	$5,984	$5,911
?	Auxiliary enterprises	$4,811	$10,806	$10,728	$11,979	$12,299
?	Depreciation (if not allocated)	$33,757	$34,280	$34,196	$37,172	$43,413
?	Other expenses (specify):					
	Other expenses (specify):					
	Total operating expenditures	**$423,906**	**$462,498**	**$472,363**	**$503,613**	**$522,087**
	Change in net assets from operations	**-$172,344**	**-$209,904**	**-$194,692**	**-$216,214**	**-$231,610**
	NON OPERATING REVENUES (in 000s)					
?	State appropriations (net)	$152,833	$158,380	$184,083	$210,820	$215,869
?	Investment return	$4,962	-$301	$7,346	$11,305	$8,126
?	Interest expense (public institutions)	-$18,888	-$19,209	-$19,094	-$20,633	-$17,121
	Gifts, bequests and contributions not used in operations	$2,362	$4,078	$7,163	$4,862	$4,520
?	Other (specify): Nonoperating federal grants	$56,999	$66,110	$28,681	$29,930	$30,211
	Other (specify): Other nonoperating income	$656	$1,503	$1,244	$770	$1,010
	Other (specify):					
	Net non-operating revenues	**$198,924**	**$210,561**	**$209,423**	**$237,054**	**$242,615**
	Income before other revenues, expenses, gains, or losses	**$26,580**	**$657**	**$14,731**	**$20,841**	**$11,004**
?	Capital appropriations (public institutions)	$27,912	$7,510	$5,692	$12,040	$0
?	Other (specify):	$8,965	-$12,282	$7,527	$6,027	$1,764
	ASSETS	**$63,457**	**-$4,115**	**$27,950**	**$38,908**	**$12,768**

Please enter any explanatory notes related to the institution's Statement of Revenues and Expenses in the box below

Standard 7: Institutional Resources
(Liquidity)

FISCAL YEAR ENDS month & day (06/30)	3 Years Prior (FY21)	2 Years Prior (FY22)	Most Recently Completed Year (FY 23)	Current Year (FY 24)	Next Year Forward (FY 25)
CASH FLOW					
Cash and Cash Equivalents beginning of year	$43,132,000	$69,148,000	$75,745,709	$66,791,923	$81,203,507
Cash Flow from Operating Activities	Cash flow components are calculated for the entire University and is not available for a specific campus				
Cash Flow from Investing Activities	Cash flow components are calculated for the entire University and is not available for a specific campus				
Cash Flow from Financing Activities	Cash flow components are calculated for the entire University and is not available for a specific campus				
Cash and Cash Equivalents end of year	**$69,148,000**	**$75,745,709**	**$66,791,923**	**$81,203,507**	**$81,203,507**
LIQUIDITY RATIOS					
Current Assets	$119,224,000	$112,918,000	$108,216,000	$135,408,844	$146,413,083
Current Liabilities	$93,952,000	$112,364,000	$135,031,000	$180,573,175	$110,773,175
Current Ratio	1.27	1.00	0.80	0.75	1.32
Days Cash on Hand: Cash and Cash Equivalents ÷ ((Operating expenses - Noncash expenses) ÷ 365)	40.35	58.94	63.10	52.27	61.92
PHYSICAL RESOURCES					
Deferred Maintenance	$52,904,135	$43,553,000	$40,713,626	$41,872,582	$37,655,000

Has the institution needed to liquidate any financial assets to fund operations? (Please describe.)

No

Has the institution made any endowment withdrawals that deviate from its spending policy? (Please describe.)

No

Has the institution needed to borrow against its endowment? If so, please describe and indicate when approvals (if required) were obtained from the state's authority.

No

Please describe the institution's plans for managing its deferred maintenance.

The Campus has done extensive analysis of facilities and engaged consultants to assist in creating a rubric for determining strategic priority of repairs and setting annual investment targets. This is to inform campus leadership of goals for buildings and allow them to balance capital investments across the campus and to allocate funding where it is most needed. Depreciation allowance in excess of the campus' debt service principal payments, along with state critical repair funding and campus cash reserves will be used to fund deferred maintenance projects

Please enter any additional explanatory notes related to the intitiution's liquidity in the box below.

None

University of Massachusetts
Annual Financial Report 2024

Contents

University Administration

Letter from the President

I am pleased to present the annual financial report of the University of Massachusetts. This report details the university's financial position and major activities over the past year and emphasizes the work that we have done to ensure active fiscal management and accountability across the five-campus system.

This is a pivotal period in higher education, as public and private colleges and universities across the country are facing significant demographic challenges, largely due to a declining high school graduate population, which is especially pronounced in the Northeast. In spite of this, I am pleased to report that the University of Massachusetts has continued to maintain strong enrollment, and the university is positioned to come through stronger because of our collective work over the past years.

The university's scope of activities is broad and impactful. UMass educates more than 73,000 students and produces nearly 19,000 graduates each year, with 660,000 alumni in total, including 360,000 in Massachusetts. The UMass community provides 700,000 community service hours a year and serves as a critical talent pipeline in service of the state's long-term competitiveness. With a $4.3 billion budget and $8.3 billion in annual economic impact, UMass is an enormous contributor to the state's economy, supporting many external jobs and construction activities that generate a ripple effect in every corner of the Commonwealth. Our research funding, which now stands at a record-high $826 million, is focused on key Massachusetts industries like the life sciences, data science, climate science, advanced manufacturing, robotics, and more.

The national reputation of our UMass campuses in Amherst, Boston, Dartmouth, and Lowell continues to rise, including in annual rankings from reputable sources like *U.S. News & World Report*. UMass Chan Medical School was recently named the best medical school in the Northeast for primary care and ranks among the top 15 in the country.

Our work continues to be focused on providing affordability, accessibility, and a world-class education for all our students. To accomplish these goals, the university has employed innovative strategies ranging from improved data analytics to procurement reforms resulting in reduced costs to UMass.

These efforts are only possible because of the overall effectiveness of our operations and our financial strength, which have distinguished UMass as a well-managed university.

The university's endowment has reached an all-time-high of $1.5 billion, thanks to improved fundraising efforts on our campuses, significant philanthropic gifts, and exceptional stewardship and investment management. We continue to receive external recognition for the strength of our management, with strong bond ratings from Moody's, Fitch and S&P Global. Our Enterprise Risk Management program also received a national award from the Public Risk Management Association.

A strong, stable and thriving UMass is critical to the success of our state, our economy, and our quality of life, and I am proud of what our administration, faculty and staff have worked on this past fiscal year to help advance these goals. As the largest contributor of college graduates entering the state's workforce, UMass is building the future of the Commonwealth — and together we must remain steadfast in our mission of making Massachusetts better, stronger, and more competitive through our mission of education, research and service.

Sincerely,

Martin T. Meehan
President

Report of Independent Auditors

KPMG

KPMG LLP
Two Financial Center
60 South Street
Boston, MA 02111

Independent Auditors' Report

The Board of Trustees
University of Massachusetts:

Report on the Audit of the Financial Statements

Opinions

We have audited the financial statements of the business-type activities, and the aggregate discretely presented component units of the University of Massachusetts (the University), as of and for the years ended June 30, 2024 and 2023, and the related notes to the financial statements, which collectively comprise the University's basic financial statements for the years then ended as listed in the table of contents.

In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and the aggregate discretely presented component units of the University, as of June 30, 2024 and 2023, and the respective changes in financial position and, where applicable, cash flows thereof for the years then ended in accordance with U.S. generally accepted accounting principles.

Basis for Opinions

We conducted our audits in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the University and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions. The financial statements of the University of Massachusetts Foundation, Inc. were not audited in accordance with *Government Auditing Standards*.

Emphasis of Matter

As discussed in Note 1, the financial statements of the University are intended to present the financial position, the changes in financial position, and, where applicable, cash flows of only that portion of the business-type activities, each major fund, and the aggregate discretely presented component units of the Commonwealth of Massachusetts that are attributable to the transactions of the University. They do not purport to, and do not, present fairly the financial position of the Commonwealth of Massachusetts as of June 30, 2024 and 2023, the changes in its financial position, or, where applicable, its cash flows for the years then ended in accordance with U.S. generally accepted accounting principles. Our opinions are not modified with respect to this matter.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with U.S. generally accepted accounting principles, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

KPMG

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control. Accordingly, no such opinion is expressed.

- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Required Supplementary Information

U.S. generally accepted accounting principles require that the management's discussion and analysis and required supplementary information as listed in the accompanying table of contents be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with GAAS, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audits of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Management is responsible for the other information included in the annual financial report. The other information comprises the University Administration and Letter from the President but does not include the basic financial statements and our auditors' report thereon. Our opinions on the basic financial statements do not cover the other information, and we do not express an opinion or any form of assurance thereon.

KPMG

In connection with our audits of the basic financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 18, 2024 on our consideration of the University's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters.

The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the University's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the University's internal control over financial reporting and compliance.

KPMG LLP

Boston, Massachusetts
December 18, 2024
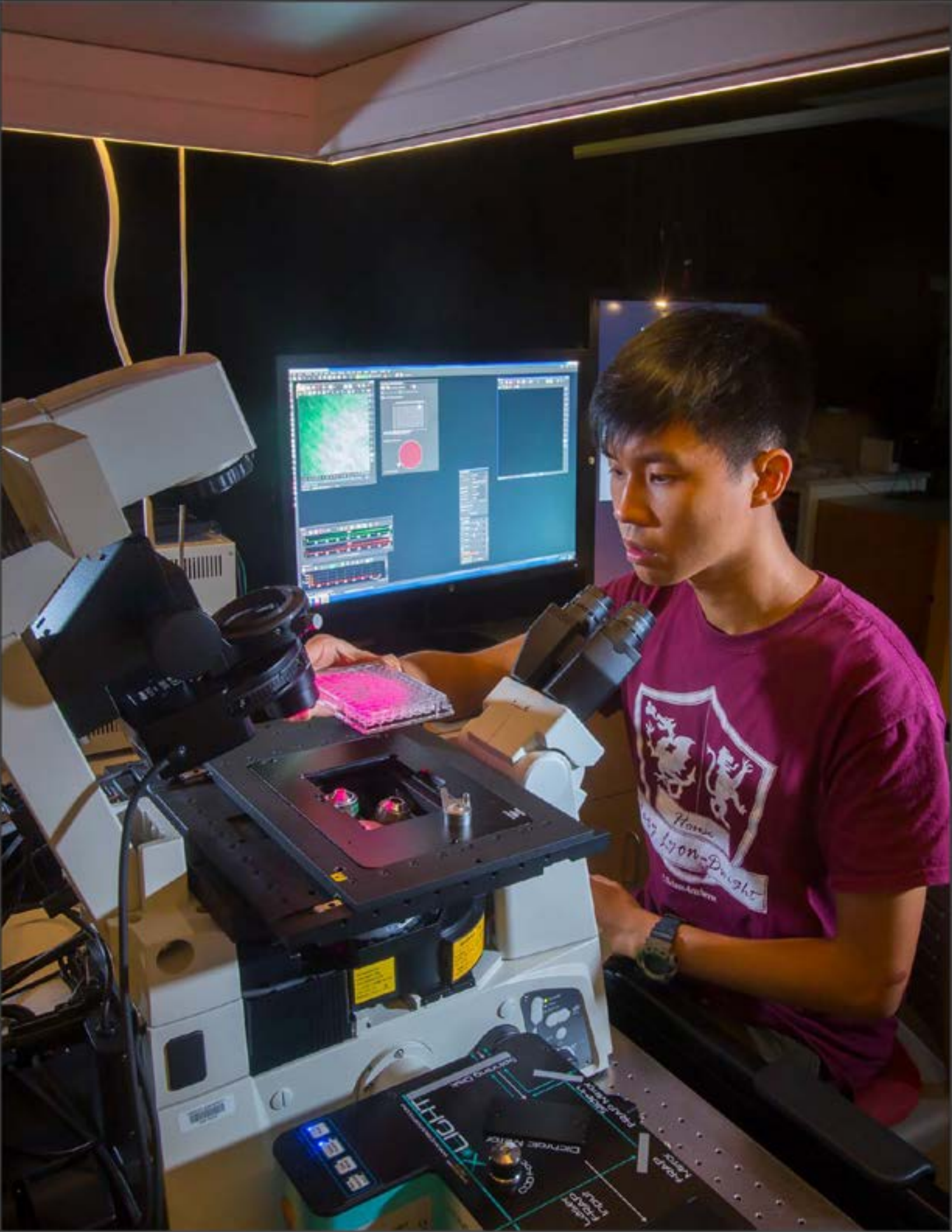
Management's Discussion and Analysis (unaudited)

June 30, 2024

Introduction

This Management's Discussion and Analysis (MD&A) provides an overview of the financial position and activities of the University of Massachusetts (the University or UMass) for the fiscal years ended June 30, 2024, 2023 and 2022, and should be read in conjunction with the accompanying financial statements and notes. The financial statements, notes and this discussion are the responsibility of management.

The University of Massachusetts was established in 1863 as the Massachusetts Agricultural College, located in Amherst. Since then it has grown into a system that is nationally and internationally known for the quality of its academic programs and the scope and excellence of its faculty research. From Nobel Prize-winning research in gene-silencing to research in critical areas such as renewable energy, nanotechnology, cybersecurity, life sciences and marine science, the University of Massachusetts is expanding the boundaries of knowledge and opening doors of discovery that benefit the Commonwealth of Massachusetts (Commonwealth), the nation and the world. UMass consistently ranks as one of the best, most innovative universities in the world.

UMass Amherst is the flagship campus of the University. True to its land-grant roots, UMass Amherst is engaged in research and creative work in all fields and is classified by the Carnegie Foundation for the Advancement of Teaching as a doctoral university with "very high research activity". Major areas of emphasis include climate science, food science, alternative energy, nano manufacturing, polymer science,

computer science and linguistics. UMass Amherst is ranked 32nd among the nation's top public schools in the 2024 *U.S. News & World Report*.

UMass Boston is nationally recognized as a model of excellence for urban public research universities. Located on Boston Harbor, it is the metropolitan area's only public research university. UMass Boston's distinguished intellectual contributions span the social sciences, education, health and wellness. With a student population that represents over 117 countries, UMass Boston is committed to educating people from modest-income backgrounds, first-generation college students and those from urban areas, here and abroad. UMass Boston is ranked 1st in New England for social mobility according to the *U.S. News & World Report*.

UMass Dartmouth distinguishes itself as a vibrant university dedicated to engaged learning and innovative research resulting in personal and lifelong student success. Located on 710 acres on the south coast of Massachusetts, UMass Dartmouth offers students high-quality academic programs through undergraduate majors and professional and doctoral programs, including the state's only public law school. In addition, UMass Dartmouth's School for Marine Science & Technology (SMAST) is a nationally and internationally recognized research institution.

UMass Law, which is part of UMass Dartmouth and the only public law school in Massachusetts, is committed to providing an excellent, affordable, and accessible legal education that balances legal theory, doctrine, skills, experience, and

professionalism. UMass Law prepares students to thrive in a changing profession and advances justice through research, writing, teaching, learning, and practice. UMass Law's February 2024 Massachusetts first-time bar passage rate was 62.5%.

UMass Lowell is ranked 84th among the nation's top public schools within the 2024 *U.S. News & World Report*, with programs supporting workforce and economic development through innovation, entrepreneurship and public-private partnerships. UMass Lowell prepares students emphasizing experiential learning through cooperative education, service and research.

UMass Chan Medical School founded in 1962 and situated in Worcester, is the Commonwealth's only public medical school and the University's Nobel-prize winning health sciences education and research campus. Consistently ranked by *U.S. News & World Report* as a tier 1 medical school in the U.S. for primary care training, UMass Chan has remained true to its founding mission while also becoming globally recognized in biomedical research. Unique among medical schools, UMass Chan is also home to ForHealth Consulting, a health care consulting division that partners with states and the federal government in delivering health services to vulnerable populations; and MassBiologics, the only non-profit, FDA-licensed manufacturer of vaccines and biologics in the nation.

UMass Global, in September of 2021, the University acquired Brandman University to expand educational opportunities for adult learners. This agreement officially launched UMass Global (UMG), a nonprofit blended component unit of UMass that delivers expanded online educational opportunities to adult learners in Massachusetts, across the nation and around the globe through a strengthened technology platform and tailored student support services. In addition to providing new educational opportunities, UMass Global also streamlines efforts to build workforce development partnerships with local and national employers, community colleges, other educational partners, non-profits, government agencies, and the U.S. military.

Financial Management

Accountability Framework

The University has strengthened its long-term fiscal outlook by adopting a framework for financial accountability. The framework is based on four key tenets:

- **Oversight:** independent and objective assurance that analyzes data, processes, policies and controls

- **Internal Controls:** standard processes to provide reasonable assurance regarding achievement of objectives

- **Transparency:** reliable, timely information that is accessible and understandable

- **Risk Management:** systematic approach to identifying, assessing and managing risks across the organization

FIGURE 1 –UMass Financial Accountability Framework

Annually, management develops a working Roadmap that identifies various projects that have a direct connection to one or more of the key tenets of the Accountability Framework. In addition to the Framework, the annual Roadmap is guided by the UMass Systemwide Enterprise Risk Management (ERM) Program and the UMass systemwide risk registry. The following highlight some of the FY2024 Roadmap projects that address several of the University's top ten risks:

- Enrollment Risk:
    - Improved real-time data on enrollment demographics and residency in the University's real-time data dashboard, Strategic Planning Analytics and Reporting for Campuses (SPARC)
    - Implemented an expanded admissions sharing pilot among campuses

- Facilities and Deferred Maintenance
    - Introduced up to date deferred maintenance dashboards

- Financial Sustainability
    - Enhanced the shared procurement system to ensure consistent data across campuses and improve the end user experience as well as the introduction of a new tool
    - Launched new real-time data dashboard, SPARC Pro, to enable real time tracking and management of contracts
    - Implemented a new systemwide travel and expense technology

- International Activities
    - Implemented a new travel registration platform
    - Replaced the international tax system

- Diversity, Equity, Inclusion & Accessibility
    - Improved accessibility of published digital materials
    - Increased utilization of and spending with diverse suppliers

- Attract, Recruit, Retain Faculty and Staff
    - Updated non-unit personnel policies

Through the Accountability Framework, the University continues its work towards financial sustainability, risk mitigation and operational efficiencies to ensure access to and affordability of a UMass education for our students while improving our capacity to deliver quality service to our customers.

Shared Services Initiatives — Unified Procurement Services Team

In January 2020, the University implemented the Unified Procurement Services Team (UPST) as the University's first procurement shared services organization. Comprised of a team of procurement professionals from across the UMass system, UPST was tasked with providing high-quality services while driving transactional efficiency. UPST supports our campuses in achieving cost optimization through proactive commodity sourcing and contracting with innovative suppliers and partners that support delivering on UPST's "better, faster, and cheaper" mission. UPST manages over $1 billion in third-party spend annually across more than 30,000 suppliers and partners by leveraging optimized technology, data-driven business intelligence, training, and enhanced operational processes.

As of June 2024, the University has achieved $140.1 million in annualized cost savings with $56.0 million in cost reductions, $51.7 million of cost avoidance and $33.0 million in refunds, credits and/or rebates.

To continue this path of cost savings, a robust pipeline of process improvements, service optimization and cost savings and recovery projects has been developed which are expected to result in continued savings, efficiencies, and process

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improvements for the University. In the next 18–24 months, UPST will implement projects including increased adoption of system-wide proactive sourcing practices and contracts, and deployment of updated vendor performance guidelines that continue to help UMass manage risk while optimizing cost benefits to the system. UPST will also build upon the successes of its focus on increasing supplier diversity and environmental sustainability considerations across the UMass vendor portfolio; between FY2021 to FY2024 the University increased diverse supplier spend by 133%, now accounting for 11.2% of total spend.

Shared Services Initiatives — Employee Services Team

Leveraging the successful shared services model of UPST, the University established the Employee Services Team (EST) in October 2021 to provide payroll and human resource application management services to all campuses. In FY2023, EST operations were expanded to include employee travel and expense, launching a systemwide effort to automate and integrate travel and expense technology through the implementation of the market-leading Travel & Expense platform, Concur. The new, systemwide T&E platform, now live at all campuses and the President's Office, enables the University increased transparency on, ensure consistency in, the governance of, and reduction of risk associated with business and travel expenses and travel authorization and management. This transformation of the travel and expense program, processes and technology aligns with the University's recently updated travel and expense policies and standards and will drive even greater operational efficiencies.

Using the Annual Financial Report

The University's financial statements are prepared in accordance with U.S. generally accepted accounting principles as prescribed by the Governmental Accounting Standards Board (GASB), which establishes financial reporting standards for public colleges and universities. The University's significant accounting policies are summarized in Note 1 of the accompanying financial statements, including further information on the financial reporting entity.

This report includes the University's Statements of Net Position, Statements of Revenues, Expenses and Changes in Net Position, and the Statements of Cash Flows for the fiscal years ended June 30, 2024 and 2023, as well as certain required supplementary information. The University's net position (the difference between assets, deferred outflows, deferred inflows, and liabilities) is one indicator of the University's financial health. Over time, increases or decreases in net position are indicators of the improvement in, or erosion of, an institution's financial health when considered together with non-financial factors such as enrollment levels and the condition of facilities.

Statements of Net Position include all assets and liabilities, as well as deferred inflows and outflows of resources of the University. Net position is further broken down into three categories: net investment in capital assets, restricted and unrestricted. Amounts reported in net investment in capital assets represent the historical cost of property and equipment, reduced by the balance of related debt outstanding and depreciation expense charged over the years. Net position is reported as restricted when constraints are imposed by third parties, such as donors or enabling legislation. Restricted net position is either non-expendable, as in the case of endowment gifts to be held in perpetuity, or expendable, as in the case of funds to be spent on scholarships and research. The remaining net position is unrestricted; however, such resources may be committed for use under contract or designation by the Board of Trustees (the Board). Note 16 to the accompanying financial statements depicts the designations of unrestricted net position at June 30, 2024 and 2023, respectively.

Statements of Revenues, Expenses and Changes in Net Position present the revenues earned and expenses incurred during the year. Activities are reported as either operating or non-operating, as prescribed by GASB. According to the GASB definitions, operating revenues and expenses include tuition and fees, grant and contract activity, auxiliary enterprises and activity for the general operations of the institution not including appropriations from state and federal sources.

Non-operating revenues include appropriations, capital grants and contracts, gifts, investment income, and non-operating federal grants (such as Pell grants and COVID-19 related Higher Education Emergency Relief Fund grants). With a public university's dependency on support from the state, Pell grants, and gifts, it is common for institutions to have operating expenses exceed operating revenues. This is because the financial reporting model prescribed by GASB classifies state and federal appropriations, Pell grants, and gifts as non-operating revenues. Due to the materiality of the state appropriations upon which the University relies, these appropriation amounts are included in certain analyses throughout this MD&A as operating revenue. The utilization of capital assets is reflected in the financial statements as depreciation expense, which amortizes the cost of a capital asset over its expected useful life. Depreciation expense is considered an operating expense.

Statements of Cash Flows present cash receipts and payments of the University that have been included within current and noncurrent cash and cash equivalents, cash held by state treasurer and deposits with bond trustees.

Notes to the Financial Statements present additional information to support the financial statements. Their purpose is to clarify and expand on the information in the financial statements.

Required Supplementary Information (RSI) presents additional information that differs from the basic financial statements in that the auditor applies certain limited procedures in reviewing the information. In this report, RSI includes schedules of the University's proportionate share of the Massachusetts State Employees' Retirement System (MSERS) pension liability and other postemployment benefits (OPEB) liability, contributions to the MSERS pension and OPEB plans and related ratios, and this MD&A.

Reporting Entity

The financial statements of the University include financial activities of the following blended component units: the UMass Building Authority (Building Authority), Worcester City Campus Corporation and Subsidiaries (WCCC), UMass Global (UMG), UMass Medical School Foundation, UMass Amherst Foundation, and UMass Lowell Applied Research Corporation.

Separate Statements of Financial Position and Statements of Activities are presented in this report for the University's discretely presented component units, the University of Massachusetts Foundation, Inc. (UMF), and the University of Massachusetts Dartmouth Foundation, Inc. (UMDF). The statements for these entities are presented in accordance with Financial Accounting Standards Board (FASB) standards, which differ from GASB standards in certain areas such as reporting of pledges to endowment and net position.

For copies of publicly available financial statements for the above entities, please contact the University Controller's Office by email at generalacctg_inquiry@umassp.edu.

University of Massachusetts Foundation, Inc.

UMF was established in 1950 to foster and promote the growth, progress and general welfare of the University, and to solicit, receive and administer gifts and donations for such purposes. UMF maintains a portion of the University's investment portfolio, predominantly the endowment, quasi-endowment investments, and certain other investments. The total investments held at UMF on behalf of the University at June 30, 2024, 2023 and 2022 were $1.1 billion, $1.0 billion and $914.8 million, respectively.

University of Massachusetts Dartmouth Foundation, Inc.

UMDF was established in 1973 to raise funds for the development and improvement of the academic and educational environment for students at the Dartmouth campus and the continued engagement of its alumni. In addition to holding investments for the University, UMF also holds investments on behalf of UMDF.

Financial Highlights

Selected financial highlights for the fiscal year ended June 30, 2024 include:

- Postemployment benefit expenses related to GASB Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions* (GASB 75) and GASB Statement No. 68, *Accounting and Reporting for Pensions* (GASB 68) have a significant impact on the operating margin results. Both plans, the Other Post-Employment Benefit Plan (OPEB) under GASB 75 and the Massachusetts State Employees' Retirement System (MSERS) under GASB 68, are administered by the Commonwealth. Annually, the University receives audited reports from the Commonwealth which provide the necessary information to report the University's allocations for OPEB and MSERS reporting purposes. Gains and losses from these GASB standards are heavily impacted by economic conditions and actuarial assumptions outside of the University's control. In FY2024, the University's operating expenses include a gain of $50.5 million as a result of GASB 75 and GASB 68.

- From FY2023 to FY2024, the University's operating revenues increased by $15.4 million. This modest increase is primarily due to an increase in grant activity, specifically around MassGrant+ educational awards for all campuses. Operating expenses increased by $123.4 million primarily driven by increased wages and benefits during the fiscal year. Non-operating revenues increased $170.7 million primarily attributable to an increase in state and capital appropriations. As a result, the University's net position increased $507.8 million from $3.0 billion in FY2023 to $3.5 billion in FY2024.

- For internal reporting purposes, both to senior management and its Board, the University utilizes a key performance indicator identified as 'operating margin.' Operating margin consists of loss before other revenues, expenses, gains, and losses of $280.8 million reduced by unrealized investment gain of $3.6 million. The operating margin is further adjusted for the GAAP effect of postemployment benefit plans of $51.2 million as well as a non-GAAP element of postemployment benefit plans which represents payments made subsequent to the measurement date of June 30, 2023 of $58.3 million. The resulting operating margins for the years ended June 30, 2024, 2023 and 2022 were $167.7 million, $152.3 million and $128.5 million, respectively.

Net Position

Condensed schedules of net position for the University at June 30, 2024, 2023, and 2022, respectively, are presented in **Figure 2**.

Assets totaled $9.6 billion at June 30, 2024 and $8.9 billion at both June 30, 2023 and 2022. These balances are primarily driven by capital assets net of accumulated depreciation, which have seen moderate growth in the three years presented, primarily as a result of additional resources being dedicated to address deferred maintenance.

Liabilities totaled $5.4 billion at June 30, 2024 and $5.5 billion at both June 30, 2023 and 2022. The majority of the University's long-term liabilities in all three years are long-term debt along with pension and OPEB liabilities.

Net position represents the difference between total assets and total liabilities, and in addition to capital, includes cash, liquid investments, as well as non-cash items and illiquid investments. Total net position was $3.6 billion, $3.0 billion and $2.7 billion at June 30, 2024, 2023 and 2022, respectively. The largest component of net assets for the University remains the net investment in capital assets which has experienced modest year over year increases for the three years presented from $2.3-2.4 billion.

Unrestricted net position increased over the three years presented due to operating cost reductions, unfilled staffing and faculty positions, a return to pre-pandemic auxiliary operations, and increased non-operating revenues from state-funded initiatives such as HEERF and increased MassGrant+ educational awards.

As of June 30, 2024, the University's endowment, held at UMF, experienced an increase of $103.8 million from $1.0 billion in FY2023 to $1.1 billion in FY2024. The increase is primarily the result of market returns.

FIGURE 2 – Condensed Schedules of Net Position
As of June 30, 2024, 2023, and 2022 ($ in thousands)

Net position	2024	2023	2022
Assets			
Current assets	$ 1,377,540	$ 1,229,605	$ 1,345,089
Noncurrent assets – Capital assets, net	5,927,589	5,615,301	5,549,054
Noncurrent assets – All other noncurrent assets	2,330,285	2,078,434	1,975,000
Total assets	9,635,414	8,923,340	8,869,143
Deferred outflows of resources	482,567	603,926	433,998
Liabilities			
Current liabilities	866,371	807,228	790,455
Noncurrent liabilities	4,544,519	4,736,825	4,679,078
Total liabilities	5,410,890	5,544,053	5,469,533
Deferred inflows of resources	1,155,256	939,241	1,085,656
Net position			
Net investment in capital assets	2,447,350	2,341,776	2,281,471
Restricted – Nonexpendable	17,776	17,648	22,515
Restricted – Expendable	256,945	265,329	262,669
Unrestricted	829,764	419,219	181,297
Total net position	$ 3,551,835	$ 3,043,972	$ 2,747,952

Revenues, Expenses, and Changes in Net Position

Condensed schedules of revenues, expenses, and changes in net position of the University for the three years ended June 30, 2024, 2023, and 2022, are presented in **Figure 3**.

FIGURE 3 – *Condensed Schedules of Revenues, Expenses, and Changes in Net Position*
For the years ended June 30, 2024, 2023, and 2022 ($ in thousands)

Revenue and expense	2024	2023	2022
Operating revenues			
Tuition and fees, net of scholarships	$ 1,021,621	$ 1,042,664	$ 1,007,124
Grants and contracts	823,037	746,350	719,479
Auxiliary enterprises	467,457	475,591	434,129
Other operating revenues	575,270	607,372	560,561
Total operating revenues	2,887,385	2,871,977	2,721,293
Operating expenses	3,931,568	3,808,229	3,601,764
Operating loss	(1,044,183)	(936,252)	(880,471)
Nonoperating revenues (expenses)			
Federal appropriations	6,342	6,255	5,588
State appropriations	1,151,020	1,011,360	880,003
Interest expense	(132,442)	(129,132)	(117,244)
Nonoperating federal grants	91,175	100,533	221,628
Other nonoperating income	208,903	165,266	78,061
Total nonoperating revenues (expenses)	1,324,998	1,154,282	1,068,036
Gain (loss) before other revenues, expenses, gains and losses	280,815	218,030	187,565
Other revenues, expenses, gains and losses			
Capital appropriations, grants and other sources	159,150	41,216	95,908
Endowment return, net of amount used for operations	91,496	72,718	(148,089)
Other additions (deductions)	(23,598)	(35,944)	25,406
Total other revenues, expenses, gains, and losses	227,048	77,990	(26,775)
Total increase in net position	507,863	296,020	160,790
Net position			
Net position at the beginning of the year	3,043,972	2,747,952	2,587,162
Net position at the end of the year	$ 3,551,835	$ 3,043,972	$ 2,747,952

Operating Revenues and Expenses

While not classified on the financial statements as operating revenue, state appropriations serve as a primary source for funding the core mission of the University. State appropriations revenue, described in detail below, is used almost exclusively to fund payroll for University employees, and as such is considered to be operating revenue for management's planning and analysis purposes. The University's operating revenue, including state appropriations, increased by $155.1 million to $4.0 billion in FY2024, driven by increased state appropriations and increased grant activity. From FY2023 to FY2022, operating revenues increased $282.0 million driven by increased state appropriations and student supporting operations.

As noted in **Figure 4**, operating revenues chart below, 54% of the University's operating revenues were from tuition and fees and state appropriations. Auxiliary enterprises revenue includes housing and dining revenue. These three revenue categories make up the primary revenue sources and combined, make up 65% of the University's operating revenue.

Other operating revenues includes revenues generated from ForHealth programs. These programs provide public consulting and services in health care financing, administration and policy to federal, state and local agencies and not-for-profit health and policy organizations. In addition to ForHealth activities, other operating revenues also include revenue earned by UMass Chan for educational services it provides to its clinical affiliate UMass Memorial Health Care, Inc. (UMass Memorial) as required by the enabling legislation enacted by the Commonwealth in 1997. Grants and contracts revenue includes federal, state and privately sponsored research and other programs.

In FY2024, operating expenses, including depreciation and amortization, totaled $3.9 billion, as compared to $3.8 billion in FY2023 and $3.6 billion in FY2022. Of the FY2024 total, $2.3 billion or 59% was used to support the academic core activities of the University, including $620.5 million in research. The education and general portion of the three-year operating expenses shown in **Figure 5** represents expenses in the following functional categories: instruction, research, public service, academic support, student services and scholarships and fellowships.

FIGURE 5 – *Three Year Operating Expenses by Function*
($ in billions)

FY2024 Total: $3.9B
- OE: $0.3
- AE: $0.4
- DA: $0.3
- OM: $0.3
- IS: $0.3
- EG: $2.3

FY2023 Total: $3.8B
- OE: $0.3
- AE: $0.4
- DA: $0.3
- OM: $0.3
- IS: $0.3
- EG: $2.2

FY2022 Total: $3.6B
- OE: $0.3
- AE: $0.3
- DA: $0.3
- OM: $0.2
- IS: $0.3
- EG: $2.2
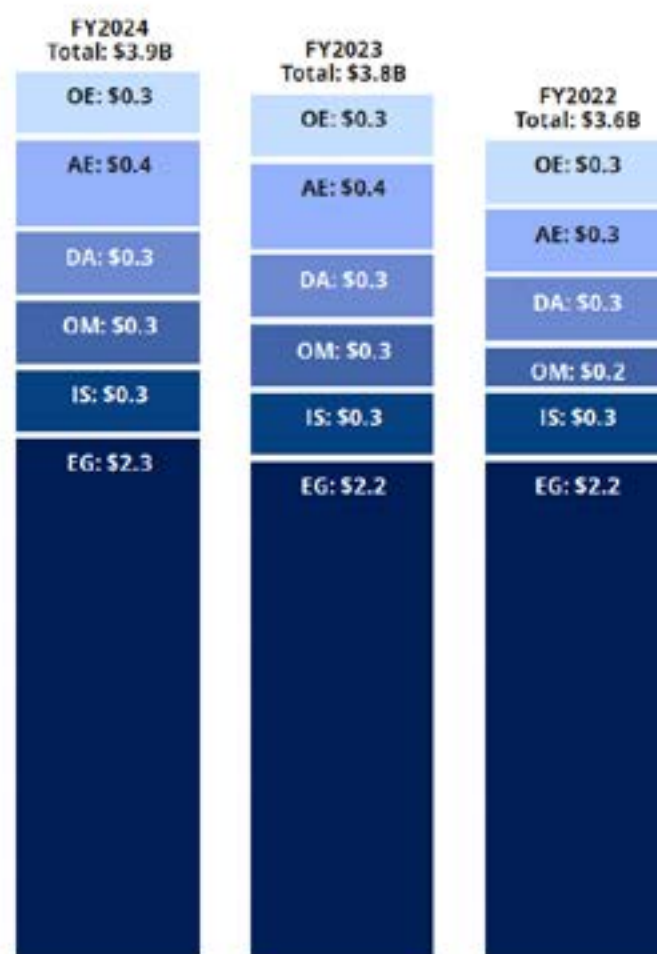
Key

OE	=	Other expenditures
AE	=	Auxiliary enterprises
DA	=	Depreciation and amortization
OM	=	Operation and maintenance of plant
IS	=	Institutional support
EG	=	Education and general

FIGURE 4 – *Fiscal Year 2024 Operating Revenues (including State Appropriations)*

- 14% is other operating revenues
- 12% is auxiliary enterprises
- 20% is grants and contracts
- 25% is tuition and fees
- 29% is state appropriations

State Appropriations

In FY2024, state appropriations represented approximately 29.0% of all operating revenues. The level of state support is a key factor influencing the University's overall financial condition. Although the majority of state appropriations are unrestricted revenue, nearly 100% of the state appropriations support payroll and benefits for University employees. In addition to the direct state appropriation, there are several smaller appropriations that add to the total state support for the University. While these smaller line items are in support of campus-specific programs and do not support general University operations, they are included in the state appropriations line in the accompanying financial statements, and in the state appropriations line in **Figure 6**.

The Commonwealth pays fringe benefits for University employees paid from state appropriations. Therefore, such fringe benefit support is added to the state appropriations financial statement line item in the accompanying Statements of Revenues, Expenses and Changes in Net Position. The University pays the Commonwealth for the fringe benefit cost of the employees paid from funding sources other than state appropriations. These amounts are not included in state appropriations.

The University's state appropriations, including fringe benefits, increased in FY2024 by $139.7 million from FY2023, primarily due to an increase in available state funding for the state's share of collective bargaining and associated fringe determined by the Commonwealth. The University's state appropriations including fringe benefits increased in FY2023 by $131.4 million from FY2022 driven by similar activity.

Figure 6 details the state appropriations for the fiscal years ended June 30, 2024, 2023, and 2022

State Capital Appropriations

The University faces a financial challenge to maintain and upgrade its capital assets including its infrastructure, buildings and grounds. To have a successful capital program, the University must rely on a combination of revenue sources to fund its capital investments. In FY2024, FY2023 and FY2022, the capital support provided to the University through appropriations and grants from the Commonwealth was $152.6 million, $29.7 million and $87.1 million, respectively. We received $33.0 million in one-time appropriations and $44.8 million related to the Commonwealth's Fair Share Amendment passed in 2022. Capital appropriations provide funding in four distinct categories; major projects, critical repairs, critical infrastructure and readiness determination projects. Capital appropriation increases align with the five-year capital plan and increased state support for deferred maintenance.

Grant and Contract Revenue

Among Massachusetts colleges and universities, the University ranks third in research and development expenditures, behind only the Massachusetts Institute of Technology (MIT) and Harvard University. Most research at the University is externally funded, with the federal government providing a majority of the funding through the National Institutes of Health, the National Science Foundation, and other agencies.

Collectively, UMass Amherst and UMass Chan account for approximately three-quarters of the University's total grants and contracts revenue of $823.0 million, $746.4 million and $719.5 million at June 30, 2024, 2023 and 2022. **Figure 7** details the University's grant and contract revenues by source for the year ended June 30, 2024.

FIGURE 6 – *State Appropriations*

For the fiscal years ended June 30, 2024, 2023, and 2022 ($ in thousands)

Appropriation	2024	2023	2022
State appropriations	$ 763,651	$ 704,241	$ 618,245
Plus: fringe benefits	387,369	307,119	261,758
Commonwealth support	**$ 1,151,020**	**$1,011,360**	**$ 880,003**

FIGURE 7 – *Grant and Contract Revenue FY2024*

24% is private

53% is federal

23% is state

Tuition and Fees

Effective for academic years 2024–2025 and 2023–2024, in-state undergraduate tuition was raised an average of 2.5%. Affordability continues to be a priority of the University and increases in fees are considered in conjunction with Commonwealth support on an annual basis.

Enrollment

As shown in **Figure 8**, total enrollment in the fall of 2023 was 64,855 FTE (73,593 headcount students), an increase of 0.4% from the fall of 2022 enrollment of 64,578 FTE (73,959 headcount students). Enrollment in the fall of 2021 was 64,786 FTE (74,554 headcount students). Although the University experienced a decline in the five-year enrollment of 1.7% from the fall of 2019 to the fall of 2023, there has been improvement in the past year. The higher education industry as a whole has been experiencing downward trends of enrollment. The slight increase for fall of 2023 is a direct result of UMass implementing specific strategies and actively monitoring trends in enrollment. The increase is consistent with the University's efforts to increase its reach across the Commonwealth in addition to recruiting out of state, international and continuing education students, and reflects the quality of education provided by the University of Massachusetts. Improving student retention remains a key focus of the University's strategic goals to help offset the declining enrollment.

Admission to the University is open to residents of the Commonwealth and non-residents on a competitive basis. Massachusetts residents accounted for 79.4% of the University's total undergraduate enrollment in the fall semester 2023, 80.9% in fall semester 2022 and 82.7% in fall 2021, as shown in **Figure 9.**

FIGURE 9 – *Fall 2023 Undergraduate Enrollment by Residency*
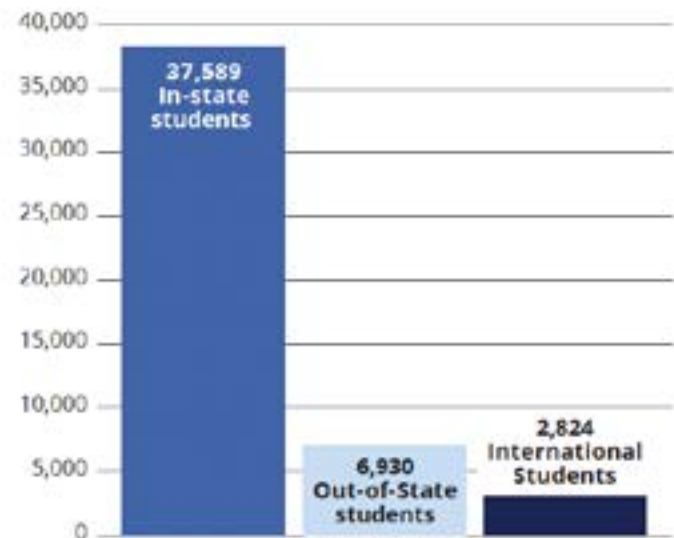
FIGURE 8 – *Total Enrollment: Headcount (HC) vs. Full Time Enrollment (FTE), as of Fall for the years 2014–2023*

Investments Held by UMF

As of June 30, 2024, the University's investments held at UMF increased by $103.8 million from $1.0 billion to $1.1 billion. The change in investment value is due to investment gains of $133.9 million (14.0% annualized return), contributions of $0.6 million and new university investments of $0.7 million offset by distributions under the approved spending rule of $30.0 million. Over the last decade, the endowment generated a 10-year annualized return of 6.9%, exceeding UMF's long-term return objective and reflecting the strategic growth of the portfolio's exposure to global equities and strong partnerships with high caliber investment managers. This ten-year return was produced with annual investment results that ranged from a low of -13.5% in FY2022 to a high of 37.1% in FY2021, underscoring the importance of having a long-term focus.

Long-Term Debt

Long-term debt, including commercial paper, is the University's largest liability at June 30, 2024, 2023 and 2022. The University had outstanding long-term debt of $3.5 billion at both June 30, 2024 and 2023 and $3.7 billion at June 30, 2022. The principal issuer of the University's debt is the Building Authority. Additional issuers utilized by the University include Massachusetts Health and Educational Facilities Authority (MHEFA), Massachusetts Development Finance Agency (MDFA), UMG and WCCC.

During FY2024, the University issued $150.5 million of the 2024-1 Project Revenue Bonds to finance construction projects at the Amherst campus with an interest rate of 5%. In addition, during FY2024, the University issued $80.1 million in new commercial paper to finance the Substructure Demolition & Quadrangle Development at the Boston campus, and two property acquisitions at the Lowell campus with interest rates from 3.55% to 5.67%.

The debt financed through the Building Authority is being used for construction and renovation of residence halls and general education buildings, replacement of core infrastructure, and construction of academic, laboratory, and research facilities. The proceeds from the UMass MHEFA bonds were used to create an internal revolving loan program and to refinance the construction of a research facility at the UMass Chan Medical School.

For further details on outstanding balances with each issuer, refer to Note 10 of the accompanying financial statements.

University Bond Rating

The University relies on a carefully planned and executed debt strategy to support master and strategic planning at the campuses and for the University as a whole. Bonds issued by the University and the Building Authority are rated Aa2 stable by Moody's Investor Service, AA stable by Fitch Ratings, and AA- stable by Standard and Poor's Global Rating.

Standard and Poor's, Moody's and Fitch all reaffirmed their ratings of the University during FY2024. These reviews cited the University's flagship role in public higher education in Massachusetts, disciplined financial oversight, positive operating performance, comprehensive long-term strategic plans, growth in financial resources and solid support from the Commonwealth.

Line of Credit

During FY2022, the University amended and restated the line of credit agreement with Bank of America as the sole lender for a maximum loan amount of increasing the available line of credit to $150.0 million (the "new line of credit") and allowed the State Street Bank line of credit to expire. The new line of credit had a maturity date of May 1, 2023.

During FY2023, the University amended the existing line of credit agreement with Bank of America maintaining a maximum loan amount of $150.0 million. The line of credit had a maturity date of May 1, 2024.

During FY2024, the University amended the existing line of credit agreement with Bank of America maintaining a maximum loan amount of $150.0 million. The line of credit has a maturity date of March 31, 2025. In addition, the University entered a $8.6 million letter of credit on behalf of UMass Global for the benefit of the U.S. Department of Education. This letter of credit is within the University's existing line of credit.

As of June 30, 2024, the outstanding balance on the line of credit was $0.

Limitations on Additional Indebtedness

The University may, without limit, issue additional indebtedness or request the Building Authority to issue additional indebtedness on behalf of the University so long as such indebtedness is payable from all available funds of the University. As noted in the Board of Trustee policy, each campus' debt service cannot exceed 8% of its total operating expenditures.

The Building Authority is authorized by its enabling act to issue bonds with the unconditional guarantee of the Commonwealth for the punctual payment of the interest and principal on the guaranteed bonds. The full faith and credit of the Commonwealth are pledged for the performance of its guarantee. The enabling act, as amended, currently limits to $200.0 million the total principal amount of notes and bonds of the Building Authority that may be Commonwealth guaranteed and outstanding at any one time. As of June 30, 2024, the University does not have any outstanding Commonwealth guaranteed debt.

Capital Plan

A majority of the capital spending during FY2024, FY2023 and FY2022 related to continued investments in deferred maintenance. In September 2023, the University's Board approved an updated five-year capital plan for FY2024–FY2028 totaling $2.1 billion. The University's capital plan is funded through a combination of University operations, bonds issued by the Building Authority and MHEFA, Commonwealth appropriations, and private fundraising.

The University's five-year capital plan for FY2024–FY2028 includes a combination of major projects that were previously approved by the Board in prior-year capital plans as well as new projects. The University's capital approval process provides for a multi-step review process involving the President's Office, the Building Authority and the Board. Additional approvals have been put in place for any capital project seeking alternative financing and/or delivery options.

Factors Impacting Future Periods

There are a number of issues of University-wide importance that directly impact the financial operations of the University. The University continually monitors issues such as improving academic quality, ensuring enrollment stability, realizing strong financial results, investing in capital assets, expanding fundraising capacity, operating more efficiently, being the most effective University for students and the Commonwealth given the available resources, and measuring performance. Consideration of these items is of continuous importance to the Board and University leadership and impacts the financial planning each year. Student enrollment, the level of state support, the impact of collectively bargained wage increases, rising fringe benefit costs, and the ability of student-fee supported activities to meet inflationary pressures determine the limits of program expansion, new initiatives and strategic investments, as well as the ability of the University to meet its core mission and ongoing operational needs.

Contacting the University

This financial report is designed to provide the University, the Commonwealth, the public and other interested parties with an overview of the financial results of the University and an explanation of the University's financial condition. If you have any questions about this report or require additional information, please contact the University Controller's Office by email at generalacctg_inquiry@umassp.edu.

Financial Statements

Statements of Net Position

As of June 30, 2024 and 2023 ($ in thousands). See accompanying notes to the financial statements.

Assets and liabilities	2024	2023
Assets		
Current assets		
Cash and cash equivalents	$ 119,755	$ 148,803
Cash held by state treasurer	31,147	31,211
Deposits with bond trustees	-	9,581
Accounts receivable, net	430,451	324,547
Lease receivable	18,224	15,145
Short-term investments	728,223	646,473
Other current assets	49,740	53,845
Total current assets	**1,377,540**	**1,229,605**
Noncurrent assets		
Cash held by state treasurer	14,143	10,915
Deposits with bond trustees	446,844	348,706
Accounts receivable, net	34,373	39,573
Lease receivable	286,061	301,213
Long-term investments	1,541,994	1,364,207
Other assets	6,870	13,820
Capital assets, net	5,927,589	5,615,301
Total noncurrent assets	**8,257,874**	**7,693,735**
Total assets	**9,635,414**	**8,923,340**
Deferred outflows of resources	**482,567**	**603,926**
Liabilities		
Current liabilities		
Accounts payable and accrued expenses	456,018	420,379
Unearned revenues and advances	149,745	138,381
Lease and subscription liability, current portion	19,991	19,631
Long-term debt, current portion	130,844	127,753
Commercial paper notes	58,067	37,250
Other current liabilities	51,706	63,834
Total current liabilities	**866,371**	**807,228**
Noncurrent liabilities		
Unearned revenues and advances	93,292	90,782
Lease and subscription liability	178,776	174,993
Long-term debt	3,376,102	3,360,817
Net pension liability	384,432	444,824
Net other postemployment benefits liability	408,875	559,807
Other long-term liabilities	103,042	105,602
Total noncurrent liabilities	**4,544,519**	**4,736,825**
Total liabilities	**5,410,890**	**5,544,053**
Deferred inflows of resources	**1,155,256**	**939,241**
Net position		
Net investment in capital assets	2,447,350	2,341,776
Restricted – Nonexpendable	17,776	17,648
Restricted – Expendable	256,945	265,329
Unrestricted	829,764	419,219
Total net position	**$ 3,551,835**	**$ 3,043,972**

Statements of Revenues, Expenses, and Changes in Net Position

For the years ended June 30, 2024 and 2023 ($ in thousands). See accompanying notes to the financial statements.

Revenues and expenses	2024	2023
Operating revenues		
Tuition and fees (net of scholarship allowances of $462,128 in 2024 and $409,759 in 2023)	$ 1,021,621	$ 1,042,664
Auxiliary enterprises (net of scholarship allowances of $24,021 in 2024)	467,457	475,591
Grants and contracts	823,037	746,350
Sales and services, educational activities	36,170	41,388
Other operating revenues:		
Sales and services, independent operations	58,052	66,955
Sales and services, public service activities	334,856	377,375
Other	146,192	121,654
Total operating revenues	**2,887,385**	**2,871,977**
Operating expenses		
Educational and general: Instruction	1,057,281	996,803
Educational and general: Research	620,502	586,292
Educational and general: Public service	91,376	87,581
Educational and general: Academic support	247,057	222,169
Educational and general: Student services	247,973	240,039
Educational and general: Institutional support	373,359	343,980
Educational and general: Operation and maintenance of capital assets	280,303	259,873
Educational and general: Depreciation and amortization	361,126	344,872
Educational and general: Scholarships and fellowships	29,463	62,237
Auxiliary enterprises	360,852	352,627
Other expenditures: Independent operations	45,240	56,605
Other expenditures: Public service activities	217,036	255,151
Total operating expenses	**3,931,568**	**3,808,229**
Operating loss	**(1,044,183)**	**(936,252)**
Nonoperating revenues (expenses)		
Federal appropriations	6,342	6,255
State appropriations	1,151,020	1,011,360
Gifts	47,350	43,881
Investment return, net	100,133	68,155
Endowment return used for operations	49,261	43,774
Interest expense	(132,442)	(129,132)
Nonoperating federal grants	91,175	100,533
Other nonoperating income (loss)	12,159	9,456
Total net nonoperating revenues	**1,324,998**	**1,154,282**
Gain before other revenues, expenses, gains, and losses	**280,815**	**218,030**
Other revenues, expenses, gains and losses		
Capital appropriations	152,596	29,690
Capital grants, contracts and gifts	6,554	11,526
Endowment return, net of amount used for operations	91,496	72,718
Other deductions, net	(23,598)	(35,944)
Total other revenues, expenses, gains, and losses	**227,048**	**77,990**
Total increase in net position	**507,863**	**296,020**
Net position at beginning of year	**3,043,972**	**2,747,952**
Net position at end of year	**$ 3,551,835**	**$ 3,043,972**

Statements of Cash Flows

For the years ended June 30, 2024 and 2023 ($ in thousands). See accompanying notes to the financial statements.

Cash flow	2024	2023
Cash flows from operating activities		
Tuition and fees	$ 986,920	$ 1,137,320
Grants and contracts	819,066	764,887
Payments to suppliers	(1,012,854)	(1,100,129)
Payments to employees	(1,866,553)	(1,885,577)
Payments for benefits	(669,270)	(602,773)
Payments for scholarships and fellowships	(26,766)	(96,537)
Loans issued to students and employees	(1,290)	(1,673)
Collections of loans to students and employees	5,588	4,377
Auxiliary enterprises	467,326	475,471
Sales and services, educational	35,582	41,599
Sales and services, independent operations	58,052	66,955
Sales and services, public service activities	314,673	395,386
Student related fiduciary activities inflows	13,318	13,633
Student related fiduciary activities outflows	(10,285)	(10,285)
Other receipts, net	61,303	136,998
Net cash used for operating activities	**(825,190)**	**(660,348)**
Cash flows from noncapital financing activities		
Federal appropriations	6,342	6,255
State appropriations	1,151,020	1,011,360
Grants, contracts and gifts for other than capital purposes	49,908	45,338
Nonoperating federal grants	91,175	100,533
Other noncapital financing activities	(357)	(356)
Net cash provided by noncapital financing activities	**1,298,088**	**1,163,130**
Cash flows from capital and other financing activities		
Proceeds from debt issuances	230,529	17,250
Proceeds from premiums received	15,593	-
Bond issuance costs paid	(419)	-
Capital appropriations	152,596	29,690
Capital grants and contracts	3,995	10,069
Proceeds from sales of capital assets	1,256	1,136
Purchases of capital assets and construction	(461,537)	(444,906)
Lease receipts	10,262	10,793
Interest on leases	1,098	-
Principal paid on debt and leases	(200,540)	(123,523)
Interest paid on debt and leases	(146,505)	(155,939)
Net cash used for capital financing activities	**(393,672)**	**(655,430)**
Cash flows from investing activities		
Proceeds from sales and maturities of investments	2,408,286	2,282,738
Interest on investments	100,531	62,974
Purchases of investments	(2,525,370)	(2,339,898)
Net cash (used for) provided by investing activities	**(16,553)**	**5,814**
Net increase (decrease) in cash and cash equivalents	**62,673**	**(146,834)**
Cash and cash equivalents – beginning of the year	**549,216**	**696,050**
Cash and cash equivalents – end of the year	**$ 611,889**	**$ 549,216**

Cash flow	2024	2023
Reconciliation of operating loss to net cash used for operating activities		
Operating loss	$ (1,044,183)	$ (936,252)
Adjustments to reconcile loss to net cash used for operating activities:		
Depreciation and amortization expense	361,126	344,872
Changes in assets and liabilities: Accounts receivable, net	(100,702)	21,423
Changes in assets and liabilities: Other assets	7,076	869
Changes in assets and liabilities: Accounts payable and accrued expenses	71,413	(36,885)
Changes in assets and liabilities: Unearned revenues and advances	13,874	29,137
Changes in assets and liabilities: Other liabilities	(11,452)	(13,279)
Changes in assets and liabilities: Pension and other postemployment benefits liability, net	(109,506)	(62,196)
Changes in assets and liabilities: Fiduciary transactions	690	1,005
Changes in deferred inflows related to future revenues	(13,511)	(9,015)
Changes in deferred outflows related to future revenues	(15)	(27)
Net cash used for operating activities	$ (825,190)	$ (660,348)
Supplemental disclosure of noncash activities		
Assets acquired and included in accounts payable and other liabilities	25,877	65,997
Assets acquired in exchange for lease obligation	-	12,895
Loss on disposal of capital assets	(9,786)	(17,671)
Extinguishment of debt	-	41,907
Assets acquired through public-private partnership	245,794	-
Donated assets	-	35

Discretely Presented Component Unit Statements of Financial Position

For the years ended June 30, 2024 and 2023 ($ in thousands). See accompanying notes to the financial statements.

Component units	2024	2023
Assets		
Cash	$ 532	$ 1,377
Pledges receivable, net	120,540	153,424
Other receivables	18	54
Investments of the Foundations	2,312,758	2,006,597
Prepaid expenses and other assets	1,862	4,192
Land, property, plant and equipment, net	18,095	18,709
Total assets	$ 2,453,805	$ 2,184,353
Liabilities and net assets		
Liabilities		
Accounts payable and accrued expenses	3,297	4,366
Deferred revenue	1,423	1,460
Right of use liability	12,711	13,499
Obligations to beneficiaries of split-interest agreements	2,716	2,723
Assets held on behalf of others	1,138,651	1,033,099
Total liabilities	1,158,798	1,055,147
Net assets		
Without donor restrictions	67,951	60,266
With donor restrictions	1,227,056	1,068,940
Total net assets	1,295,007	1,129,206
Total liabilities and net assets	$ 2,453,805	$ 2,184,353

Discretely Presented Component Unit Statements of Activities

For the years ended June 30, 2024 (with summarized financial information for the year ended June 30, 2023) ($ in thousands).

Component units	Without donor restrictions	With donor restrictions	Total 2024	Total 2023
Support and revenue				
Gifts, bequests and grants	$ 1,480	$ 48,015	$ 49,495	$ 60,633
Other contributions	75	11,227	11,302	38,966
Total investment income, including net gains (losses) – net of fees	140,187	129,681	269,868	214,215
Investment management fee	14,762	-	14,762	12,582
Other income	82	-	82	28
Net assets released from restrictions	27,460	(27,460)	-	-
Total support and revenue	**184,046**	**161,463**	**345,509**	**326,424**
Expenses				
Distributions to University	55,926	422	56,348	53,199
Program services	-	-	-	6,967
Fundraising support	2,864	-	2,864	3,982
Administrative and general, Foundation	8,235	226	8,461	5,915
Administrative and general, University	2,177	3,039	5,216	2,430
Total expenses	**69,202**	**3,687**	**72,889**	**72,493**
Excess of support and revenue over expenses	**114,844**	**157,776**	**272,620**	**253,931**
Less: Fiscal year activity related to assets held on behalf of University	(103,799)	-	(103,799)	(99,483)
Less: Fiscal year activity related to assets held on behalf of Edward M. Kennedy Institute	(1,754)	-	(1,754)	1,715
Transfers to (from) other funds	(629)	340	(289)	-
Change in value of split interest agreements	-	-	-	(845)
Other	(977)	-	(977)	(886)
Change in net assets	**7,685**	**158,116**	**165,801**	**154,432**
Net assets, beginning of year	**60,266**	**1,068,940**	**1,129,206**	**974,774**
Net assets, end of year	**$ 67,951**	**$ 1,227,056**	**$ 1,295,007**	**$ 1,129,206**

Notes to Financial Statements

1. Summary of Significant Accounting Policies

Reporting Entity

The University of Massachusetts (University or UMass), a federal land grant institution, is governed by Massachusetts General Laws Chapter 75. Its Board of Trustees (Board or Trustees) consists of nineteen voting members and three non-voting members. The voting members consist of two full-time students, the Secretary of Education of the Commonwealth of Massachusetts (Commonwealth) and sixteen members appointed by the governor. The non-voting members consist of student representatives who may only participate in open meetings of the full Board of Trustees.

The University is a business-type activity of the Commonwealth. The financial balances and activities included in these financial statements are, therefore, also included in the Commonwealth's annual comprehensive financial report.

The financial statements of the University include the campuses of Amherst, Boston, Dartmouth, Lowell, Chan Medical School (UMass Chan), and the President's Office of the University, University of Massachusetts Global (UMG), Worcester City Campus Corporation (WCCC), University of Massachusetts Lowell Applied Research Corporation (UMLARC), the University of Massachusetts Amherst Foundation (UMass Amherst Foundation), University of Massachusetts Medical School Foundation (UMMSF) as well as the University of Massachusetts Building Authority (Building Authority).

The Building Authority is a public instrumentality of the Commonwealth created by Chapter 773 of the Acts of 1960 (referred to as the Enabling Act), whose purpose is to provide dormitories, dining commons, and other buildings and structures for use by the University. The UMLARC is a legally separate 501(c)(3) non-profit corporation which promotes efficient and effective applied research and development by entering into grants, contracts, and other contractual mechanisms for services. UMG is a California based not-for-profit institution of higher learning and a legally separate 501(c)(3) organization. WCCC is a tax-exempt 501(c)(3) organization founded to support research and real property activities for the University. The UMass Amherst Foundation supports private fundraising on behalf of the faculty and students of the Amherst campus. The UMMSF supports fundraising and philanthropic activities of the UMass Chan. These component units are blended in the financial statements of the University because of the significance and exclusivity of their financial relationships with the University. Refer to Note 18 for condensed financial information for these blended component units.

The University also includes the financial information of the University's discretely presented component units, the University of Massachusetts Foundation, Inc. (UMF) and the University of Massachusetts Dartmouth Foundation, Inc. (UMDF). In these financial statements, UMF and UMDF are collectively known as the Foundations. These are tax-exempt organizations founded to foster and promote the growth, progress and general welfare of the University.

Basis of Presentation

The accompanying financial statements have been prepared in accordance with U.S. generally accepted accounting principles (GAAP) as prescribed by the Governmental Accounting Standards Board (GASB) using the economic resources measurement focus and the accrual basis of accounting. The Foundations' financial statements are prepared in accordance with accounting and reporting requirements prescribed by the Financial Accounting Standards Board (FASB). As such, certain revenue recognition criteria and presentation features are different from GASB revenue recognition criteria and presentation features. No modifications have been made to the Foundations' financial information in the University's financial reporting entity for these differences.

The University's activities are considered to be a single business-type activity and accordingly, are reported in a single column in the financial statements. Business-type activities are those that are financed in whole or in part by funds received from external parties for goods or services.

On the Statements of Revenues, Expenses and Changes in Net Position, the University's operating activities consist of tuition and fees, grants and contracts, sales and services, auxiliary enterprise and other operating revenues. Other operating revenues include sales and services provided by UMass Chan under its ForHealth Consulting program (ForHealth). ForHealth provides consulting and services in health care financing, administration and policy to federal, state and local agencies and not-for-profit health and policy organizations. Also included in other operating revenues are payments received by UMass Chan for educational services it provides to its clinical affiliate, UMass Memorial Medical Center (UMass Memorial).

Operating expenses include, among other items, payroll, fringe benefits, utilities, supplies and services, depreciation, and amortization. Nonoperating revenues or expenses are those in which the University receives or gives value without directly giving or receiving equal value, such as State and Federal appropriations, Federal Pell grants, private gifts, investment income and interest expense.

Revenues for exchange transactions are recognized when earned and expenses are recognized when incurred. Restricted grant revenue is recognized only when all eligibility requirements have been met. The University applies restricted net assets first when an expense or outlay is incurred for purposes for which both restricted and unrestricted net assets are available.

The University receives unconditional promises to give through private donations or pledges from corporations, foundations, alumni and other supporters of the University. Revenue is recognized when a pledge is received and all eligibility requirements, including time and purpose requirements, are met. Endowment pledges are not recorded until paid because the inherent time restriction has not been met until the funds are able to be invested in perpetuity.

Net Position

Net position is classified into the following categories:

- **Net investment in capital assets:** Capital assets, at historical cost or fair market value on the date of gift, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction or improvement of those assets.

- **Restricted nonexpendable:** Resources subject to externally imposed stipulations that they be maintained permanently by the University.

- **Restricted expendable:** Resources whose use by the University is subject to externally imposed stipulations. Such assets include restricted grants and contracts, the accumulated net gains/losses on true endowment funds, as well as restricted funds loaned to students, restricted gifts and endowment income, and other similar restricted funds.

- **Unrestricted:** The net position that is not subject to externally imposed restrictions governing their use. The University's unrestricted net position may be designated for specific purposes by management or the Board of Trustees. Substantially all of the University's unrestricted net position is designated to support academic and research initiatives or programs, auxiliary enterprises, quasi-endowments, or commitments to capital construction projects. Note 16 describes these designations in more detail.

Cash and Cash Equivalents

Cash and cash equivalents consist primarily of demand deposit accounts, savings accounts and money market accounts with an original maturity date of three months or less.

Massachusetts Municipal Depository Trust

The University is authorized to invest in the Massachusetts Municipal Depository Trust ("MMDT"), a pooled money market-like fund, established under Massachusetts General Laws, Chapter 29, Section 38A. MMDT is an external investment pool that meets the criteria to report its holdings at amortized cost. As such, the University reports its position in MMDT at amortized cost which approximates the net asset value of $1.00 (one dollar) per share. MMDT has a maturity of less than one year and is not rated.

Accounts Receivable, Net

Accounts receivable consist of receivables for tuition and fees, grants and contracts, student loans, pledges and ForHealth related activities. The University establishes an allowance for accounts receivable based on management's expectation regarding the collection of the receivables and the University's historical experience for collections.

Investments

Investments are reported at fair value. Short-term investments consist of deposits with original maturities of less than one year and are available for current use. Securities received as gifts are recorded at estimated fair value at the date of the gift. Investment return includes dividends, interest income, unrealized gains and losses, and realized gains and losses, which are determined on a specific identification basis.

Endowment

UMF maintains and administers the University's endowment assets and other long-term investments. UMF utilizes the pooled investment concept, whereby all invested funds are included in one investment pool unless otherwise required by the donor.

Pooled investment funds receive an annual distribution based on the endowment fund's average market value for the preceding twelve quarters on a one-year lag. Only quarters with funds on deposit are included in the average. In addition, a prudence rule is utilized, limiting spending from a particular endowment fund to be no lower than 93% of its carrying value. The spending rate approved for the years ended June 30, 2024 and 2023 was 4%.

Capital Assets

Capital assets (excluding intangible right-to-use lease and subscription assets) are stated at cost on the date of acquisition or, in the case of gifts, fair value upon date of donation. Construction in progress is stated at cost, which includes direct construction costs and other expenditures related to construction. All construction costs related to projects which are not yet completed are presented as construction in progress until such time as the projects are completed and placed in operation. Repairs and maintenance costs are expensed as incurred, whereas major improvements that extend the estimated useful lives of the assets are capitalized as additions to capital assets. The University does not capitalize works of art, historical treasures, or library books.

The University capitalizes equipment with useful lives greater than one year and acquisition costs greater than or equal to $5,000. Capital construction occurs when estimated costs reach $25,000. Projects under $25,000 are considered to be maintenance and repairs and they are expensed as incurred. The University computes depreciation using the straight-line method over the asset's useful life and applies a half-year convention in the year the asset is acquired or placed in service. Land is not depreciated.

Table 1 presents the range of useful lives for the University's depreciable assets:

TABLE 1 – *Depreciable Assets*

Depreciable asset category	Useful life
Land improvements	20 years
Buildings	12–65 years
Infrastructure	50 years
Building improvements	3–20 years
Equipment, furniture and IT infrastructure	3–15 years
Software	5 years

Newly Implemented Accounting Standards

In April 2022, GASB issued GASB Statement No. 99, *Omnibus 2022*. This standard establishes or amends accounting and financial requirements for specific issues including, but not limited to, financial guarantees, derivative guarantees, public private partnerships (PPPs) and subscription based information technology arrangements (SBITAs). The University adopted GASB statement No. 99, effective July 1, 2022. Adoption of the standard had no effect on the University's financial statements.

In June 2022, GASB issued GASB Statement No. 100, *Accounting Changes and Error Corrections – an amendment of GASB Statement No. 62*. This standard enhances the accounting and financial reporting requirements for accounting changes and error corrections to provide more understandable, reliable, relevant, consistent, and comparable information for making decisions or assessing accountability. The University adopted GASB statement No. 100, effective July 1, 2023. Adoption of the standard had no effect on the University's financial statements.

Leasing

The University determines if an arrangement is a lease at inception. The University has leases under which it is obligated as a lessee and leases for which it is a lessor. The University is a lessee for various noncancellable real estate leases. In addition, the University is a lessor of various leases of buildings, office space and ground leases.

Short-term Leases — For leases arrangements with a maximum possible term of 12 months or less at commencement, the University recognizes expense based on the provisions of the lease contract.

Lease Arrangements Other Than Short-Term — For all other leases, (i.e. those that are not short- term), the University recognizes a lease liability, and an intangible right-to-use lease asset.

For leases, where the University is a lessor, the University recognizes a lease receivable and a deferred inflow of resources.

Measurement of Lease Amounts —

- **Lessee:** At lease commencement, the University initially measures the lease liability at the present value of payments expected to be made during the lease term. Subsequently, the lease liability is reduced by the principal portion of lease payments made. The lease asset is initially measured as the initial amount of the lease liability, less lease payments made at or before the lease commencement date, plus any initial direct costs ancillary to placing the underlying asset into service, less any lease incentives received at or before the lease commencement date. Subsequently, the lease asset is amortized into depreciation and amortization expense on a straight-line basis over the shorter of the lease term or the useful life of the underlying asset. If the University is reasonably certain of exercising a purchase option contained in a lease, the lease asset will be amortized over the useful life of the underlying asset.

- **Lessor:** At lease commencement, the University initially measures the lease receivable at the present value of payments expected to be received during the lease term. Subsequently, the lease receivable is reduced by the principal portion of lease payments made. The deferred inflows of resources are initially measured as the initial amount of the lease receivable plus any payments received at or before the commencement of the lease term that relate to future periods. Subsequently, the deferred inflows of resources are amortized into lease revenue on a straight-line basis over the shorter of the lease term or the useful life of the underlying lease receivable.

Key Estimates and Judgments — Key estimates and judgments include how the University determines (1) the discount rate used to calculate the present value of the expected lease payments, (2) lease term, and (3) lease payments.

When available, the University will use the interest rate explicitly or implicitly stated in the lease contract. If the rate is not provided within the contract, the University will use its incremental borrowing rate (IBR), based on the University's applicable bond rates. The University's IBR for leases is based on the rate of interest it would need to pay if it issued general obligation bonds to borrow an amount equal to the lease payments, under similar terms, as of the lease commencement or amendment dates.

The lease includes the noncancellable period of the lease plus any additional periods covered by either a University or lessor unilateral option to (1) extend for which it is reasonably certain to be exercised, or (2) terminate for which it is reasonably certain not to be exercised. Periods in which both the University and the lessor/vendor have an option to terminate (or if both parties have to agree to extend) are excluded from the lease term.

Payments are evaluated by the University to determine if they should be included in the measurement of the lease liabilities, including those payments that require a determination of whether they are reasonably certain of being made, such as purchase options, payments for termination penalties, and other payments.

Remeasurement of Lease Amounts — The University monitors changes in circumstances that may require remeasurement of a lease. When certain changes occur that are expected to significantly affect the amount of the lease liability or lease receivable, the liability or receivable is remeasured, and a corresponding adjustment is made to the lease asset (for lessee arrangements) or deferred inflows of resources (for lessor arrangements).

Presentation in Statements of Net Position — Lease assets are reported with capital assets and lease liabilities are reported within current and non-current liabilities in the statement of net position. Lease receivables are reported with current and non-current assets and deferred inflows of resources in the Statements of Net Position.

Subscription-Based Liabilities

The University determines if an arrangement is a subscription-based information technology arrangement (SBITA) at inception and recognizes a corresponding liability. Right-to-use SBITA assets largely consist of system-wide IT arrangements and upon identification of a SBITA, the University recognizes a subscription-based liability and an intangible right-to-use subscription asset.

Measurement of Subscription-Based Liabilities — At SBITA commencement, the University initially measures the subscription-based liability at the present value of payments expected to be made during the SBITA term. Subsequently, the subscription-based liability is reduced by the principal portion of payments made. The subscription asset is initially measured as the initial amount of the liability, less payments made at or before the SBITA commencement date, plus any initial direct costs ancillary to placing the underlying asset into service, less any lease incentives received at or before the lease commencement date. Subsequently, the SBITA asset is amortized into depreciation and amortization expense on a straight-line basis over the shorter of the lease term or the useful life of the underlying asset.

Key Estimates and Judgments — Key estimates and judgments include how the University determines (1) the discount rate used to calculate the present value of the expected subscription payments, (2) subscription term, and (3) subscription payments.

When available, the University will use the interest rate explicitly or implicitly stated in the SBITA contract. If the rate is not provided within the contract, the University will use its incremental borrowing rate (IBR), based on the University's applicable bond rates. The University's IBR for SBITA agreements is based on the rate of interest it would need to pay if it issued general obligation bonds to borrow an amount equal to the SBITA payments, under similar terms, as of the SBITA commencement or amendment dates.

Presentation in Statements of Net Position — SBITA assets are reported with capital assets and subscription based liabilities are reported within current and non-current liabilities in the Statements of Net Position.

Deferred Outflows and Inflows of Resources

The University accounts for certain transactions that result in the consumption or acquisition of resources in one period that are applicable to future periods as deferred outflows and deferred inflows, respectively, to distinguish them from assets and liabilities. Deferred outflows of resources increase net position, similar to assets and deferred inflows of resources decrease net position, similar to liabilities.

The components of deferred outflows and inflows of resources as of June 30, 2024 and 2023 ($ in thousands) are presented in **Tables 2** and **3:**

TABLE 2 - *Deferred Outflows of Resources*
As of June 30, 2024 and 2023 ($ in thousands)

Deferred outflow	2024	2023
Debt refunding	$ 95,814	$ 105,652
Certain asset retirement obligations	1,201	1,186
Excess consideration provided for acquisition	35,870	40,653
Impact of changes in assumptions and investment value: Pension liability	123,689	148,222
Impact of changes in assumptions and investment value: Other postemployment benefits liability	225,993	308,213
Total deferred outflows of resources	**$ 482,567**	**$ 603,926**

TABLE 3 - *Deferred Inflows of Resources*
As of June 30, 2024 and 2023 ($ in thousands)

Deferred inflow	2024	2023
Future lease revenues	$ 446,912	$ 215,696
Sale of future revenues	25,168	35,436
Experience gains for: Pension liability	138,825	121,000
Experience gains for: Other postemployment benefits liability	544,351	567,109
Total deferred inflows of resources	**$ 1,155,256**	**$ 939,241**

Compensated Absences

Employees earn the right to be compensated during absences for annual vacation leave and sick leave. Upon retirement, termination, or death, certain employees are compensated for unused sick and vacation leave, subject to certain limitations, at their current rate of pay. Within the Statements of Net Position, a liability is recorded for vacation and sick leave benefits earned as of the fiscal year-end. The recorded liability is classified as current and noncurrent on the Statements of Net Position based on the amount estimated to be paid to eligible employees in one year and beyond one year, respectively.

Unearned Revenue and Advances

Unearned revenue consists of amounts billed or received in advance of the University providing goods or services. Unearned revenue is subsequently earned as qualifying expenses are incurred.

Advances include funds advanced to the University by the U.S. government under the Federal Perkins Loan Program (the Program). Under federal law, the authority for colleges and universities to make new loans under the Program ended on September 30, 2017, and final distributions were permitted through June 30, 2018. The University's Statements of Net Position include both the notes receivable from students and the related refundable liability to the Federal government.

Tuition and Fees, Net of Scholarship Allowances

Student tuition and fees, housing, dining, and other similar auxiliary revenues are reported net of any related scholarships and fellowships applied to student accounts.

Grants and Contracts

The University receives grants and contracts for scholarships as well as research and other activities including medical service reimbursements from federal and state government agencies. The University records revenue at the point all eligibility requirements (e.g. allowable costs are incurred) are met.

The University records the recovery of indirect costs applicable to research programs and other activities which provide for the full or partial reimbursement of such costs, as revenue. Recovery of indirect costs for the years ended June 30, 2024 and 2023 was $180.9 million and $170.8 million, respectively, and is a component of grants and contracts revenue on the Statements of Revenues, Expenses, and Changes in Net Position.

Auxiliary Enterprises, Net of Discount

An auxiliary enterprise is an activity that exists to furnish a service to students, faculty or staff acting in a personal capacity, and that charges a fee for the use of goods and services. Any amount of excess undesignated aid (aid remaining after applicable tuition and fee charges have been covered) would be applied first to auxiliary charges as a discount, then recorded as an expense.

Fringe Benefits for Current Employees and Postemployment Obligations

The University participates in the Commonwealth's fringe benefit programs, including active employee and postemployment health insurance, unemployment compensation, pension, and workers' compensation benefits. Health insurance and pension costs for active employees and retirees are paid through a fringe benefit rate charged to the University by the Commonwealth. Workers' compensation costs are assessed separately based on actual University experience.

Use of Estimates

The preparation of financial statements in conformity with GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, the disclosure of contingent assets and liabilities at the dates of the financial statements, and the reported amounts of revenues and expenses during the reporting periods. Actual results could differ from these estimates. The most significant areas that require management estimates relate to valuation of certain investments and derivative instruments, useful lives and related depreciation of capital assets, and accruals for pension and other postemployment related benefits.

During FY2024, the University switched from a method that estimated and allocated scholarship allowances to a method that directly determines discounts by student, by term. The new methodology applies discounts against auxiliary which was not done historically. This change was applied prospectively for the year ending June 30, 2024 and had no impact on the University's change in net position.

Income Tax Status

The University is exempt from Federal and state income tax under the doctrine of intergovernmental tax immunity. The University qualifies as a public charity eligible to receive charitable contributions under Section 170(b)(1)(A)(v) of the Internal Revenue Code, as amended (the Code).

The University and its component units are required to assess uncertain tax positions and have determined that there were no such positions that are material to the financial statements as of June 30, 2024 and 2023, respectively.

Reclassifications

Certain reclassifications were made in the prior year to conform to current year presentation.

2. Cash Held by State Treasurer

Accounts payable, accrued salaries and outlays for capital projects funded by state-appropriated funds totaled $45.3 million and $42.1 million at June 30, 2024 and June 30, 2023. The University has recorded a comparable amount of cash held by the State Treasurer for the benefit of the University, which will be subsequently utilized to pay for allowable expenditures. The cash is held in the State Treasurer's pooled cash account. The Commonwealth requires all bank deposits in excess of insurance coverage by the FDIC to be collateralized with a perfected pledge of eligible collateral. Eligible collateral must be pledged in an amount equal to 102% of the amount of the deposits that exceed FDIC insurance. Sufficient collateral to cover total Commonwealth deposits in excess of the FDIC insured amount must be pledged and held in safekeeping by a custodian that is approved by and under the control of the Commonwealth Treasurer and Receiver - General.

3. Deposits with Bond Trustees

Deposits with bond trustees primarily consist of unspent bond proceeds, amounts held for the future payment of debt service on such borrowings, and designated funds from the University's pool loan program.

At June 30, 2024 and 2023, deposits with bond trustees are presented in **Table 4** ($ in thousands):

TABLE 4 – Deposits with Bond Trustees
As of June 30, 2024 and 2023 ($ in thousands)

Deposits	2024	2023
Cash	$ 34,419	$ 26,291
MMDT	412,425	316,350
U.S. Treasury Securities	-	15,646
Total deposits with bond trustees	**$ 446,844**	**$ 358,287**

At June 30, 2024 and 2023, amounts restricted by bond trust agreements for capital projects and other purposes were $425.1 million and $339.3 million, respectively.

Custodial Credit Risk — The custodial credit risk for deposits is the risk that, in the event of the failure of a depository financial institution, a government will not be able to recover deposits or will not be able to recover collateral securities that are in the possession of an outside party. The custodial credit risk for investments is the risk that, in the event of the failure of the counterparty to a transaction, a government will not be able to recover the value of investment or collateral securities that are in the possession of an outside party. As of June 30, 2024 and 2023, the bank balances of uninsured deposits totaled $12.5 million and $7.0 million, respectively.

Interest Rate Risk — Interest rate risk is the extent that changes in interest rates relevant to debt investments will adversely affect the fair value of those investments. These investments include certain short-term cash equivalents, various long-term items, and restricted assets by maturity in years. The University minimizes the risk of the fair value of securities falling due to changes in market interest rates by ensuring securities have effective maturities of less than a year. MMDT and permitted money market accounts have effective maturities of less than one year, thereby limiting the interest rate risk.

Credit Risk — Credit risk is the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment. The risk is measured by the assignment of a rating by a nationally recognized statistical rating organization. MMDT and permitted money market accounts are not rated.

4. Investments

The investment portfolio of the University reflected on the Statements of Net Position for the years ended June 30, 2024 and 2023, respectively, are shown in **Tables 5** and **6** ($ in thousands):

TABLE 5 – *Investment Portfolio*
As of June 30, 2024 and 2023 ($ in thousands)

Investment type	2024	2023
Short-term investments	$ 728,223	$ 646,473
Long-term investments	1,541,994	1,364,207
Total	**$ 2,270,217**	**$ 2,010,680**

Investment policies are established by the Board. The goals of these policies are to preserve capital, provide liquidity, and generate investment income. The University has statutory authority under Massachusetts General Laws, Chapter 75 to collect, manage, and disburse its trust funds. UMF holds certain investments on behalf of the University, referred to as foundation agency funds.

The investment holdings of the University, including foundation agency funds, as of June 30, 2024 and 2023, are summarized in **Table 6** ($ in thousands):

TABLE 6 – *Investment Holdings of the University*
As of June 30, 2024 and 2023 ($ in thousands)

University investment holdings	2024	2023
University managed funds		
Money market and other investments	$ 85,500	$ 176,000
MMDT	459,100	300,000
Fixed income investments	594,942	511,356
Commercial ventures and intellectual property	3,326	2,457
Annuity life income funds	9,231	6,548
Total University managed funds	**1,152,099**	**996,361**
Foundation agency funds		
Pooled investments – Fund I	936,684	845,245
Short-term pool	181,434	169,074
Total Foundation agency funds	**1,118,118**	**1,014,319**
Total University investments	**$ 2,270,217**	**$ 2,010,680**

Pooled Investments — Fund I represents the endowment funds and University operating cash held at UMF. The endowment funds include both donor-restricted endowments and quasi-endowments. The investment horizon for this portfolio is 5 to 10 years.

Short-Term Pool represents a portion of the operating cash balances of the University that have been transferred to UMF for investment purposes only. This portfolio has a high degree of liquidity. The asset allocation is 25% U.S. equities and 75% short-term corporate bonds. The University treasurer has the authority to request the return of funds at any time to meet the operating needs of the University.

In addition to Foundation Agency funds, the Foundations' assets also include investments not reported within the University's Statements of Net Position. Total investments of the Foundations as of June 30, 2024 and 2023 are summarized in **Table 7** ($ in thousands):

TABLE 7 – *Investment Holdings of the Foundations*
As of June 30, 2024 and 2023 ($ in thousands)

Foundations investment holdings	2024	2023
Foundations non-agency funds		
Cash and cash equivalents	$ 50,200	$ 44,394
Money market and other investments	14,571	9,808
Fixed income investments	-	389
Pooled investments - Fund I	1,125,552	933,933
Annuity life income funds	4,317	3,754
Total Foundations non-agency funds	1,194,640	992,278
Foundation agency funds (detailed in Table 6)	1,118,118	1,014,319
Total Foundations Investments	$ 2,312,758	$ 2,006,597

Custodial Credit Risk — Investment securities are exposed to custodial credit risk if they are uninsured or not registered in the name of the University and are held by either the counterparty or the counterparty's trust department or agent but not in the University's name.

The carrying amounts of cash balances with uninsured or uncollateralized deposits were $6.1 million and $5.3 million, at June 30, 2024 and 2023, respectively.

The University held non-money market investments with a fair market value of $1.7 billion and $1.5 billion at June 30, 2024 and 2023, respectively. In the event of negligence due to the University's custodian and/or investment manager(s), it is expected that the investment balances would be fully recovered. However, these amounts are subject to both interest rate risk and credit risk.

Concentration of Credit Risk — As of June 30, 2024 and 2023, there is no concentration of investments from one issuer equal to or greater than 5% of the portfolio. Investments issued or guaranteed by the U.S. government, as well as investments in mutual funds and other pooled investments are excluded from consideration when evaluating concentration risk.

Credit Risk — The University's Investment Policy and Guidelines Statement allows each portfolio manager full discretion within the parameters of the investment guidelines specific to that manager. Nationally recognized statistical rating organizations, such as Standards & Poor's (S&P) assign credit ratings to security issues and issuers that indicate a measure of potential credit risk to investors.

Table 8 presents the debt investments, excluding U.S. Treasury funds, at fair value by credit quality of the University's investment portfolio as of June 30, 2024 ($ in thousands):

TABLE 8 – S&P Quality Ratings FY2024
As of June 30, 2024 ($ in thousands)

Debt securities	AAA	AA	A	BBB	BB	Unrated	Total
Government agency bonds	$ -	$ 369	$ -	$ -	$ -	$ 6,575	$ 6,944
Asset-backed securities	80,088	142	1,994	3,782	-	4,517	90,523
Commercial mortgage-backed securities	16,871	-	-	1,108	-	1,638	19,617
Commercial Paper	-	-	-	-	-	4,896	4,896
Government mortgage-backed securities	1,110	-	-	-	-	25,518	26,628
Non-government backed collateralized mortgage obligations	297	-	-	-	-	-	297
Corporate bonds	3,252	19,178	107,385	65,474	412	2,808	198,509
Municipal and provincial bonds	524	5,721	149	-	-	352	6,746
Index linked government bonds	-	-	-	-	-	986	986
Bond funds, including exchange traded funds	337	817	240	-	-	136,070	137,464
Total debt securities	**$ 102,479**	**$ 26,227**	**$ 109,768**	**$ 70,364**	**$ 412**	**$ 183,360**	**$ 492,610**

Table 9 presents the debt investments, excluding U.S. Treasury funds, at fair value by credit quality of the University's investment portfolio as of June 30, 2023 ($ in thousands):

TABLE 9 – S&P Quality Ratings FY2023
As of June 30, 2023 ($ in thousands)

Debt securities	AAA	AA	A	BBB	BB	Unrated	Total
Government agency bonds	$ -	$ 29,013	$ -	$ -	$ -	$ 6,901	$ 35,914
Asset-backed securities	59,880	401	2,970	3,643	-	506	67,400
Commercial mortgage-backed securities	21,315	-	-	1,215	-	1,781	24,311
Commercial Paper	-	-	-	-	-	10,520	10,520
Government mortgage-backed securities	-	-	-	-	-	22,412	22,412
Non-government backed collateralized mortgage obligations	2,934	-	-	-	-	82	3,016
Corporate bonds	3,815	19,288	88,086	62,340	406	337	174,272
Municipal and provincial bonds	630	6,920	483	-	-	343	8,376
Index linked government bonds	-	-	-	-	-	951	951
Bond funds, including exchange traded funds	18	361	1,078	-	-	126,385	127,842
Total debt securities	**$ 88,592**	**$ 55,983**	**$ 92,617**	**$ 67,198**	**$ 406**	**$ 170,218**	**$ 475,014**

Interest Rate Risk — The University's Investment Policy and Guidelines Statement establishes targets for the preferred duration of the fixed income component of the investment portfolio by limiting investments through targeted allocations to different asset classes.

Table 10 presents the fair value of the debt investments component of the University's investment portfolio by investment maturity as of June 30, 2024 ($ in thousands):

TABLE 10 – *Investment Maturity (in years), FY2024*
As of June 30, 2024 ($ in thousands)

Debt securities	Less than 1	1 to 5	6 to 10	More than 10	Total
U.S. Treasury securities	$ 15,092	$ 254,276	$ 19,776	$ -	$ 289,144
Government agency bonds	2	748	6,194	-	6,944
Asset backed securities	32,633	57,890	-	-	90,523
Commercial mortgage-backed securities	4,442	14,639	536	-	19,617
Commercial Paper	4,896	-	-	-	4,896
Government mortgage-backed securities	2,307	20,238	4,083	-	26,628
Non-government backed collateralized mortgage obligations	-	297	-	-	297
Corporate bonds	157,279	6,062	35,168	-	198,509
Municipal and provincial bonds	1,683	4,132	931	-	6,746
Index linked government bonds	-	986	-	-	986
Bond funds, including exchange traded funds	-	136,398	1,049	17	137,464
Total debt securities	**$ 218,334**	**$ 495,666**	**$ 67,737**	**$ 17**	**$ 781,754**

Table 11 presents the fair value of the debt investments component of the University's investment portfolio by investment maturity as of June 30, 2023 ($ in thousands):

TABLE 11 – *Investment Maturity (in years), FY2023*
As of June 30, 2023 ($ in thousands)

Debt securities	Less than 1	1 to 5	6 to 10	More than 10	Total
U.S. Treasury securities	$ 21,878	$ 174,975	$ 18,179	$ -	$ 215,032
Government agency bonds	8	29,461	4,833	1,612	35,914
Asset backed securities	11,755	53,922	1,723	-	67,400
Commercial mortgage-backed securities	8,007	15,738	566	-	24,311
Commercial Paper	10,520	-	-	-	10,520
Government mortgage-backed securities	1,546	15,222	5,644	-	22,412
Non-government backed collateralized mortgage obligations	-	3,016	-	-	3,016
Corporate bonds	32,273	136,372	5,627	-	174,272
Municipal and provincial bonds	1,274	5,602	1,500	-	8,376
Index linked government bonds	-	951	-	-	951
Bond funds, including exchange traded funds	-	126,754	1,070	18	127,842
Total debt securities	**$ 87,261**	**$ 562,013**	**$ 39,142**	**$ 1,630**	**$ 690,046**

Fair Value Measurement — Fair value represents the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. The University categorizes these assets and liabilities measured at fair value using a three-tiered hierarchy based on the valuation methodologies employed. The hierarchy is defined as follows:

Level 1 — Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets that are available at the measurement date.

Level 2 — Inputs to the valuation methodology include:

- Quoted prices for similar assets or liabilities in active markets;

- Quoted prices for identical or similar assets or liabilities in inactive markets;

- Inputs other than quoted prices that are observable for the asset or liability;

- Inputs that are derived principally from or corroborated by observable market data by correlation or other means.

Level 3 — Inputs to the valuation methodology are unobservable and significant to the fair value measurement. Unobservable inputs reflect the University's own assumptions about the inputs market participants would use in pricing the asset or liability (including assumption about risk). Unobservable inputs are developed based on the best information available in the circumstances and may include the University's own data.

When available, quoted prices are used to determine fair value. When quoted prices in active markets are available, investments are classified within Level 1 of the fair value hierarchy. The University's Level 1 investments primarily consist of investments in U.S. Treasury obligations, equity securities, and mutual funds. When quoted prices in active markets are not available, fair values are based on evaluated prices received from the University's investment custodian in conjunction with a third-party service provider and are reported within Level 2 of the fair value hierarchy. The inputs for Level 2 include, but are not limited to, pricing models such as benchmarking yields, reported trades, broker-dealer quotes, issuer spreads and benchmarking securities, among others. The University's Level 2 investments primarily consist of investments in U.S. government and agency obligations, asset-backed securities, and corporate debt securities that did not trade on the University's fiscal year end date.

As a practical expedient to estimate the fair value of the University's interests, certain investments in commingled funds and limited partnerships are reported at the net asset value (NAV) determined by the fund managers. Because these investments are not readily marketable, their estimated fair values may differ from the values that would have been assigned had a ready market for such investments existed, and such differences could be material. As of June 30, 2024 and 2023, the University had no plans or intentions to sell such investments at amounts different from NAV.

Table 12 summarizes the fair value of the University's investments by type as of June 30, 2024 ($ in thousands):

TABLE 12 – *Fair Value Hierarchy of Investments, FY2024*
As of June 30, 2024 ($ in thousands)

Investment	Investments measured at NAV	Investments classified in the fair value hierarchy Level 1	Investments classified in the fair value hierarchy Level 2	Investments classified in the fair value hierarchy Level 3	Total
Money market funds	$ -	$ 132,314	$ -	$ -	$ 132,314
Debt securities					
U.S. Treasury securities	-	289,144	-	-	289,144
Government agency bonds	-	-	6,944	-	6,944
Asset backed securities	-	-	90,523	-	90,523
Commercial mortgage-backed securities	-	-	19,617	-	19,617
Commercial Paper	-	-	4,896	-	4,896
Government mortgage-backed securities	-	-	26,628	-	26,628
Non-government backed collateralized mortgage obligations	-	-	297	-	297
Corporate bonds	-	-	198,509	-	198,509
Municipal and provincial bonds	-	-	6,746	-	6,746
Index linked government Bonds	-	-	986	-	986
Bond funds, including exchange traded funds	-	137,464	-	-	137,464
Total debt securities	-	426,608	355,146	-	781,754
Equity securities					
Domestic equities	-	160,255	-	2,393	162,648
International equities	-	45,364	-	-	45,364
Total equity securities	-	205,619	-	2,393	208,012
Alternative investments					
Multi-strategy hedge funds: Equity	325,267	-	-	-	325,267
Multi-strategy hedge funds: Long/short	178,373	-	-	-	178,373
Multi-strategy hedge funds: Fixed income	50,020	-	-	-	50,020
Multi-strategy hedge funds: Absolute return	39,998	-	-	-	39,998
Multi-strategy hedge funds: Real assets	9,727	-	-	-	9,727
Private equity and venture capital	67,931	-	-	-	67,931
Private debt	11,349	-	-	-	11,349
Private real estate	6,372	-	-	-	6,372
Total alternative investments	689,037	-	-	-	689,037
Total investments at fair value	689,037	764,541	355,146	2,393	1,811,117
MMDT	-	-	-	-	459,100
Total investments at cost	-	-	-	-	459,100
Total investments	$ 689,037	$ 764,541	$ 355,146	$ 2,393	$ 2,270,217

Table 13 presents unfunded commitments, redemption terms, restrictions, and notice period for investments that have been valued using NAV as a practical expedient as of June 30, 2024 ($ in thousands):

TABLE 13 – *Alternative Investments, FY2024*
As of June 30, 2024 ($ in thousands)

Alternative Investments	NAV	Unfunded commitments	Redemption terms	Notice period	Redemption restrictions
Multi-strategy hedge funds — Equity	$ 325,267	$ –	Daily to annual	1–90 days	Lock-up provisions range from none to 2 years.
Multi-strategy hedge funds: Equity — Long/short	178,373	–	Quarterly to annual	45–90 days	Lock-up provisions range from none to 2 years.
Multi-strategy hedge funds: Equity — Fixed income	50,020	–	Quarterly to semi-annual	*	No lock-up restrictions
Multi-strategy hedge funds: Equity — Absolute return	39,998	–	Quarterly to annual	45–65 days	No lock-up restrictions
Multi-strategy hedge funds: Equity — Real assets	9,727	–	Annual	90 days	No lock-up restrictions
Private equity and venture capital	67,931	30,392	Closed end funds	**	Not redeemable
Private debt	11,349	8,933	Closed end funds	**	Not redeemable
Private real estate	6,372	1,353	Closed end funds	**	Not redeemable
Total	**$ 689,037**	**$ 40,678**			

* The University has made commitments to various private equity and venture debt partnerships. The University expects these funds to be called over the next 1–5 years. Liquidity is expected to be received in the next 1–9 years.

** Includes fund(s) that restrict redemptions such that redemptions are at the sole discretion of the Fund. Redemption terms require 60 to 90 days notice.

Table 14 summarizes the fair value of the University's investments by type as of June 30, 2023 ($ in thousands):

TABLE 14 – Fair Value Hierarchy of Investments. FY2023
As of June 30, 2023 ($ in thousands)

Investment	Investments measured at NAV	Investments classified in the fair value hierarchy Level 1	Investments classified in the fair value hierarchy Level 2	Investments classified in the fair value hierarchy Level 3	Total
Money market funds	$ -	$ 212,555	$ -	$ -	$ 212,555
Debt securities					
U.S. Treasury securities	-	215,032	-	-	215,032
Government agency bonds	-	-	35,914	-	35,914
Asset backed securities	-	-	67,400	-	67,400
Commercial mortgage-backed securities	-	-	24,311	-	24,311
Commercial Paper	-	-	10,520	-	10,520
Government mortgage-backed securities	-	-	22,412	-	22,412
Non-government backed collateralized mortgage obligations	-	-	3,016	-	3,016
Corporate bonds	-	-	174,271	1	174,272
Municipal and provincial bonds	-	-	8,376	-	8,376
Index linked government Bonds	-	-	951	-	951
Bond funds, including exchange traded funds	-	127,842	-	-	127,842
Total debt securities	-	342,874	347,171	1	690,046
Equity securities					
Domestic equities	-	144,055	-	1,785	145,840
International equities	-	37,450	-	-	37,450
Total equity securities	-	181,505	-	1,785	183,290
Alternative investments					
Multi-strategy hedge funds: Equity	299,003	-	-	-	299,003
Multi-strategy hedge funds: Long/short	148,353	-	-	-	148,353
Multi-strategy hedge funds: Fixed income	39,717	-	-	-	39,717
Multi-strategy hedge funds: Absolute return	36,987	-	-	-	36,987
Multi-strategy hedge funds: Real assets	9,581	-	-	-	9,581
Private equity and venture capital	69,991	-	-	-	69,991
Private debt	13,933	-	-	-	13,933
Private real estate	7,224	-	-	-	7,224
Total alternative investments	624,789	-	-	-	624,789
Total investments at fair value	624,789	736,934	347,171	1,786	1,710,680
MMDT	-	-	-	-	300,000
Total investments at cost	-	-	-	-	300,000
Total investments	$ 624,789	$ 736,934	$ 347,171	$ 1,786	$ 2,010,680

Table 15 presents unfunded commitments, redemption terms, restrictions, and notice period for investments that have been valued using NAV as a practical expedient as of June 30, 2023 ($ in thousands):

TABLE 15 – *Alternative Investments, FY2023*
As of June 30, 2023 ($ in thousands)

Alternative investments	NAV	Unfunded commitments	Redemption terms	Notice period	Redemption restrictions
Multi-strategy hedge funds: Equity	$ 299,003	$ -	Daily to annual	1–90 days	Lock-up provisions range from none to 2 years.
Multi-strategy hedge funds: Equity — Long/short	148,353	-	Quarterly to annual	45–90 days	Lock-up provisions range from none to 2 years.
Multi-strategy hedge funds: Equity — Fixed income	39,717	-	Quarterly to semi-annual	60–90 days	No lock-up restrictions
Multi-strategy hedge funds: Equity — Absolute return	36,987	-	Quarterly to annual	45-65 days	No lock-up restrictions
Multi-strategy hedge funds: Equity — Real assets	9,581	-	Annual	90 days	No lock-up restrictions
Private equity and venture capital	69,991	30,392	Closed end funds	*	Not redeemable
Private debt	13,933	8,933	Closed end funds	*	Not redeemable
Private real estate	7,224	1,353	Closed end funds	*	Not redeemable
Total	**$624,789**	**$ 40,678**			

* The University has made commitments to various private equity and venture debt partnerships. The University expects these funds to be called over the next 1–5 years. Liquidity is expected to be received in the next 1–9 years.

5. Accounts Receivable, Net

Accounts receivable as of June 30, 2024 and 2023 are presented in **Table 16** ($ in thousands):

TABLE 16 – *Accounts Receivable, Net*
As of June 30, 2024 and 2023 ($ in thousands)

Accounts receivable	2024	2023
Student tuition and fees	$ 66,540	$ 71,110
Student loans	16,524	21,780
Pledges	41,537	47,751
Grants and contracts	176,067	141,953
ForHealth program	76,261	57,520
UMass Memorial	20,418	14,583
Other	96,667	37,967
Total accounts receivable	494,014	392,664
Less: allowance for doubtful accounts and discount to present value for pledges	(29,190)	(28,544)
Accounts receivable, net	**$ 464,824**	**$ 364,120**

6. UMass Memorial Medical Center

In 1998, the University entered into an Amended and Restated Definitive Agreement (Definitive Agreement whereby the University separated its clinical health care operations from its ongoing academic operations. As part of the Definitive Agreement, the University entered into a 99-year Academic Affiliation and Support Agreement (Affiliation Agreement), expiring on June 30, 2097, with UMass Memorial (successor to the clinical operations) whereby UMass Memorial is required to make annual inflation adjusted payments to the University provided the University continues to operate a medical school. For the years ending June 30, 2024 and 2023, the inflation adjusted income recognized totaled approximately $22.9 million and $21.6 million and was recorded as other operating revenue in the accompanying financial statements.

Other provisions of the Definitive agreement include terms for reimbursement of shared services, cross-funded employees, and other agreed upon activities. For the years ended June 30, 2024 and 2023, the reimbursements received for services provided to UMass Memorial and which offset the University's operating expenses were $181.4 million and $156.3 million, respectively. Included in these amounts are payroll paid by the University on behalf of UMass Memorial in an agency capacity, recorded as an offset to operating expenses, in the amount of $108.0 million and $111.0 million for the years ended June 30, 2024 and 2023, respectively.

As of June 30, 2024 and 2023, the University has recorded a receivable, from UMass Memorial, in the amount of $20.4 million and $14.6 million, respectively. The University has recorded a payable of $7.3 million and $3.7 million at June 30, 2024 and 2023, respectively.

7. Capital Assets

Table 17 represents the University's capital assets activity for the ended years June 30, 2024 and 2023 ($ in thousands):

TABLE 17 – *Capital Assets Activity*
For the years ended June 30 ($ in thousands)

Asset	As of 2022	Additions	Retirements / adjustments	As of 2023	Additions	Retirements / adjustments	As of 2024
Land	$ 188,474	$ 656	$ (18,500)	$ 170,630	$ 9,325	$ (596)	$ 179,359
Buildings and improvements	7,866,707	256,063	(68,635)	8,054,135	839,134	(22,838)	8,870,431
Software	128,507	5,999	(482)	134,024	1,811	(763)	135,072
Equipment and furniture	716,808	48,112	(55,465)	709,455	84,796	(29,100)	765,151
Library books	25,640	-	(7,197)	18,443	-	(5,314)	13,129
Right of use assets (note 9)	262,269	12,895	(32,139)	243,025	27,946	(9,220)	261,751
Total	**9,188,405**	**323,725**	**(182,418)**	**9,329,712**	**963,012**	**(67,831)**	**10,224,893**
Accumulated depreciation/ amortization	(4,049,968)	(339,888)	117,635	(4,272,221)	(356,530)	44,178	(4,584,573)
Total	**5,138,437**	**(16,163)**	**(64,783)**	**5,057,491**	**606,482**	**(23,653)**	**5,640,320**
Construction in progress	410,617	379,571	(232,378)	557,810	255,761	(526,302)	287,269
Total capital assets, net	**$5,549,054**	**$ 363,408**	**$ (297,161)**	**$ 5,615,301**	**$ 862,243**	**$ (549,955)**	**$ 5,927,589**

8. Business Acquisition

Effective September 1, 2021, the University acquired Brandman University in exchange for $139.3 million and the assumption of all Brandman's existing liabilities totaling $59.2 million. The acquisition included all of the assets of Brandman University totaling $150.7 million.

The transaction resulted in deferred outflows of resources of $47.8 million as of the acquisition date. The deferred outflows of resources are being amortized over a 10-year period. As of June 30, 2024 and 2023 there were $35.9 and $40.7 million, respectively of deferred outflows of resources remaining associated with the acquisition.

9. Public–Private Partnerships and Leases

The University has entered into three Public-Private Partnerships (PPP), one of which meets the definition of a service concession arrangement (SCA). The remaining two PPPs do not meet the definition of an SCA.

PPPs Meeting the Definition of an SCA

On July 7, 2022, the University entered into an SCA with Mass Ave Housing Partners LLC (Project Company), to carry out the design, construction, financing, operation, management, and maintenance of a portion of the Student Housing Project on the Amherst campus consisting of approximately 600 beds of undergraduate apartment-style housing and approximately 200 beds of graduate student apartment-style housing and related infrastructure, including parking. The Project Company will manage, maintain, and operate the Student Housing Facilities and be entitled to all user fees associated with the project as defined, for a term of 65-years. At the end of the arrangement, operation of the Student Housing Project will be transferred to the University. The accumulated cost of construction of the Student Housing Project was $245.8 million. In accordance with GASB Statement No. 94, *Public-Private and Public-Public Partnerships and Availability Payment Arrangements*, the University recorded an asset and corresponding deferred inflow for the cost of the Student Housing Project when the related asset was placed into service in January 2024.

In accordance with SCA agreements, the University received from the Project Company a lump-sum payment of $20.0 million, which is included in other noncurrent liabilities in the accompanying financial statements. The payment gets amortized over the term of the agreement.

PPPs Not Meeting the Definition of an SCA

On November 8, 2016, the University entered into an agreement with Provident Commonwealth Educational Resources, Inc. (PCER), a Massachusetts not-for-profit corporation to construct and operate for 40 years a 1,082-bed student housing facility at its Boston campus (Boston Project). The Boston Project reverts to the University in 2056.

The Boston Project was financed with $130.1 million of revenue bonds issued on October 26, 2016 (Series 2016 Bonds) by the Massachusetts Development Finance Agency (MassDevelopment) pursuant to a Loan and Trust Agreement between MassDevelopment and PCER. Neither the Authority, University nor Boston campus have pledged revenues to secure the payment of the Series 2016 bonds or have any obligation with respect to payment of the Series 2016 bonds.

On November 14, 2018, the University entered into an agreement with Provident Commonwealth Educational Resources II, Inc. (PCER II), a Massachusetts not-for-profit corporation to construct and operate for 45 years a 1,210-bed student housing facility at its Dartmouth campus (Dartmouth Project). The Dartmouth Project reverts to the University in 2064.

The Dartmouth Project was financed with $132.2 million of revenue bonds issued on November 14, 2018 (Series 2018 Bonds) by the Massachusetts Development Finance Agency (MassDevelopment) pursuant to a Loan and Trust Agreement between MassDevelopment and PCER II. Neither the Authority, University nor Dartmouth campus have pledged revenues to secure the payment of the Series 2018 bonds or have any obligation with respect to payment of the Series 2018 bonds.

Management evaluated the applicability of relevant GASB guidance against the underlying Boston and Dartmouth Project agreements and indentures and has concluded that the associated debt should not be recognized on the financial statements of the University.

In accordance with GASB Statement No. 94, PPP's that do not meet the definition of an SCA are recorded based upon the operators' (PCER and PCER II) estimated carrying value of the underlying PPP assets as of the expected date of transfer in ownership to

the University. As of June 30, 2024 and 2023, the estimated carrying value of the assets upon ownership transfer for the Boston Project (2056) and the Dartmouth Project (2064) were deemed immaterial and therefore no amounts have been recorded in the accompanying financial statements.

Ground Leases

Pursuant to the Boston and Dartmouth Project PPP agreements, the University entered into the following ground leases. For the Boston Project, commencing January 1, 2019, and continuing for a term of 40 years, the annual rental amount payable to the University is $1.0 million. For the Dartmouth Project, commencing January 1, 2021, and continuing for a term of 45 years, the rental amount payable to the University is $0.6 million, increasing by 3% every five years.

As of June 30, 2024 and 2023 the University has current receivables past due of $4.5 million and $3.9 million, respectively, related to the Boston and Dartmouth ground leases.

Direct Financing Lease

On October 27, 2009, the University entered into an agreement to lease its facility located on Morrissey Boulevard in Dorchester, Massachusetts (the Facility) to the Edward M. Kennedy Institute for the United States Senate (EMKI), a charitable corporation registered in the District of Columbia. The lease agreement provides for an initial term of ninety-nine years commencing in October 2009, and thereafter, at the option of EMKI, may be extended for two additional ninety-nine-year periods.

EMKI has an option to purchase the Facility for one dollar at any time after the earlier of: (i) payment of no less than 51% or (ii) defeasement of the original amount of the associated revenue bonds. The University has right of first refusal in the event EMKI decides to sell or otherwise dispose of the ownership of the Facility.

The project was financed with $74.4 million of revenue bonds. Rent is equal to the debt service on the outstanding bonds and payable semiannually through fiscal year 2043.

At June 30, 2024 and 2023, the University recorded gross lease receivable of approximately $88.9 million and $91.5 million, respectively, related to the EMKI lease. As of June 30, 2024 and 2023, the University recorded unearned interest income of approximately $21.5 million and $23.7 million, respectively, related to the EMKI lease. The University presents the unearned interest income associated with the EMKI lease as other current liabilities of approximately $2.2 million and $2.2 million and other noncurrent liabilities of approximately $19.3 million and $21.5 million as of June 30, 2024 and 2023, respectively.

For both years ended June 30, 2024 and 2023, the University recognized $2.2 million of interest income related to its EMKI direct financing lease.

Lessee Leases and Subscriptions

The University is a lessee for various noncancellable real estate leases.

The University has executed long-term leases with the Commonwealth, acting by and through the Trustees, covering the land on which facilities owned by the Building Authority are located on the University's campuses. These leases call for nominal annual payments to the Commonwealth. Certain of these leases renew automatically for subsequent five- or ten-year periods unless the Building Authority notifies the University that it does not wish to renew. Other leases require the Building Authority to notify the University of its desire to renew. As of June 30, 2024, all leases with the Commonwealth were in good standing and any leases requiring action by the Building Authority during the year to facilitate their renewals were properly renewed.

As provided in the Enabling Act, each of the above-referenced leases also terminates when the Building Authority no longer has any bonds outstanding, at which time all Building Authority property becomes the property of the Commonwealth.

In addition, the University has entered into SBITA's for various information technology agreements and are identified as subscriptions within tables 18 and 19.

Tables 18 and 19 present a summary of right of use asset activity during the years ended June 30, 2024 and 2023, respectively.

TABLE 18 – *Right of Use Asset Activity, FY 2024*
For the years ended June 30, 2024 ($ in thousands)

Asset	As of 2023	Additions	Remeasurements / terminations	As of 2024
Right of use asset: Real estate	$ 204,452	$ 14,563	$ (109)	$ 218,906
Right of use asset: Equipment	244	-	-	244
Right of use asset: SBITA Subscriptions	38,329	13,383	(9,111)	42,601
Total	243,025	27,946	(9,220)	261,751
Accumulated amortization	(58,276)	(26,387)	8,478	(76,185)
Total right of use assets, net	$ 184,749	$ 1,559	$ (742)	$ 185,566

TABLE 19 – *Right of Use Asset Activity, FY 2023*
For the years ended June 30, 2023 ($ in thousands)

Asset	As of 2022	Additions	Remeasurements / terminations	As of 2023
Right of use asset: Real estate	$ 235,258	$ 1,342	$ (32,148)	$ 204,452
Right of use asset: Equipment	114	190	(60)	244
Right of use asset: SBITA Subscriptions	26,897	11,363	69	38,329
Total	262,269	12,895	(32,139)	243,025
Accumulated amortization	(52,005)	(25,549)	19,278	(58,276)
Total right of use assets, net	$ 210,264	$ (12,654)	$ (12,861)	$ 184,749

Lease and Subscription Liabilities

Table 20 presents a summary of changes in the related lease and subscription liabilities during the year ended June 30, 2024 ($ in thousands):

TABLE 20 – *Lease and Subscription Liabilities, FY2024*
For the year ended June 30, 2024 ($ in thousands)

Liability	As of 2023	Additions	Remeasurements	Deductions	As of 2024	Due in one year
Real estate	$ 174,551	$ 14,271	$ 215	$ (12,226)	$ 176,811	$ 11,804
Equipment	153	-	-	(37)	116	38
SBITA subscriptions	19,920	12,797	(187)	(10,690)	21,840	8,149
Total lease and subscription liability	**$ 194,624**	**$ 27,068**	**$ 28**	**$ (22,953)**	**$ 198,767**	**$ 19,991**

Table 21 presents a summary of changes in the related lease and subscription liabilities during the year ended June 30, 2023 ($ in thousands):

TABLE 21 – *Lease and Subscription Liabilities, FY2023*
For the year ended June 30, 2023 ($ in thousands)

Liability	As of 2022	Additions	Remeasurements	Deductions	As of 2023	Due in one year
Real estate	$ 199,837	$ 1,342	$ (13,805)	$ (12,823)	$ 174,551	$ 12,095
Equipment	819	190	(816)	(40)	153	37
SBITA subscriptions	19,757	10,178	-	(10,015)	19,920	7,499
Total lease and subscription liability	**$ 220,413**	**$ 11,710**	**$ (14,621)**	**$ (22,878)**	**$ 194,624**	**$ 19,631**

Future annual lease and subscription payments are presented in **Table 22** ($ in thousands):

TABLE 22 – *Future Annual Lease Payments*
As of June 30, 2024 ($ in thousands)

Fiscal year	Principal	Interest	Total
2025	$ $19,991	$ 6,087	$ 26,078
2026	18,014	5,372	23,386
2027	15,469	4,664	20,133
2028	14,289	4,211	18,500
2029	13,863	3,803	17,666
2030–2034	56,492	13,960	70,452
2035–2039	50,947	5,478	56,425
2040–2044	8,184	694	8,878
2045–2049	1,518	21	1,539
Total	**$ 198,767**	**$ 44,290**	**$ 243,057**

For the years ended June 30, 2024 and 2023, the University recognized $5.6 million and $4.9 million, respectively, of interest expense related to its leases and subscriptions.

Lessor Leases

The University is a lessor of various leases of buildings, office space and ground leases.

Lease Receivables

Table 23 presents a summary of changes in the related lease receivable during the year ended June 30, 2024 ($ in thousands):

TABLE 23 – *Lease Receivables, FY2024*
For the year ended June 30, 2024 ($ in thousands)

Receivable	As of 2023		Additions		Remeasurements		Deductions		As of 2024		Due in one year
Real estate leases	$	224,809	$	(391)	$	(1,811)	$	(7,206)	$	215,401	$	13,222
Direct financing arrangement		91,549		-		-		(2,665)		88,884		5,002
Total lease receivable	**$**	**316,358**	**$**	**(391)**	**$**	**(1,811)**	**$**	**(9,871)**	**$**	**304,285**	**$**	**18,224**

Table 24 presents a summary of changes in the related lease receivable during the year ended June 30, 2023 ($ in thousands):

TABLE 24 – *Lease Receivables, FY2023*
For the year ended June 30, 2023 ($ in thousands)

Receivable	As of 2022		Additions		Remeasurements		Deductions		As of 2023		Due in one year
Real estate leases	$	237,497	$	-	$	(476)	$	(12,212)	$	224,809	$	12,480
Direct financing arrangement		96,622		-		-		(5,073)		91,549		2,665
Total lease receivable	**$**	**334,119**	**$**	**-**	**$**	**(476)**	**$**	**(17,285)**	**$**	**316,358**	**$**	**15,145**

For the years ended June 30, 2024 and 2023, the University recognized $19.1 million and $18.4 million, respectively, of revenue related to its lessor operating leases, which is included in auxiliary enterprise revenue, other operating revenue and other nonoperating income in the accompanying financial statements.

10. Long-Term Debt

Table 25 represents the outstanding long-term debt as of June 30, 2024, and the related activity during the fiscal year ($ in thousands):

TABLE 25 – *Long-Term Debt, FY2024*
For the year ended June 30, 2024 ($ in thousands)

Debt	Original borrowing	Maturity date	Interest rate	As of 2023	Additions	Reductions	As of 2024
Building Authority							
Series 2009-2	$ 271,855	2039	6.4–6.6%	$ 16,945	-	$ (765)	$ 16,180
Series 2009-3	28,570	2039	5.8–6.2%	21,625	-	(820)	20,805
Series 2010-2	430,320	2040	3.8–5.5%	396,485	-	(17,560)	378,925
Series 2010-3	3,005	2040	5.8%	2,345	-	(80)	2,265
Series 2013-1	212,585	2043	2.0–5.0%	2,565	-	(1,335)	1,230
Series 2013-2	71,970	2043	0.4–4.3%	27,105	-	(2,545)	24,560
Series 2014-1	293,890	2044	3.0–5.0%	58,800	-	(4,400)	54,400
Series 2014-3	67,635	2029	2.0–5.0%	19,845	-	(4,710)	15,135
Series 2014-4	157,855	2025	0.2–3.4%	6,630	-	(2,140)	4,490
Series 2015-1	298,795	2045	4.0–5.0%	266,880	-	-	266,880
Series 2015-2	191,825	2036	3.0–5.0%	107,710	-	(17,350)	90,360
Series 2017-1	165,130	2047	4.0–5.3%	165,130	-	-	165,130
Series 2017-2	19,510	2027	1.6–3.4%	12,000	-	(2,255)	9,745
Series 2017-3	187,680	2038	3.0–5.0%	148,500	-	(3,840)	144,660
Series 2018-1	37,650	2043	2.0–2.9%	37,650	-	(1,655)	35,995
Series 2019-1	208,725	2039	5.0%	208,725	-	(6,670)	202,055
Series 2020-1	200,840	2050	5.0%	200,840	-	-	200,840
Series 2020-2	129,830	2050	1.8–3.5%	125,825	-	(2,055)	123,770
Series 2020-3	319,345	2044	1.7–3.5%	313,500	-	(4,555)	308,945
Series 2020-4	329,930	2043	0.4%–3.0%	320,585	-	(12,930)	307,655
Series 2021-1	312,330	2037	5.0%	261,785	-	(31,435)	230,350
Series 2021-2	46,585	2036	0.2%	30,580	-	(260)	30,320
Series 2022-1	188,650	2052	5.0%	188,650	-	(960)	187,690
Series 2022-2	211,270	2045	2.2–4.3%	211,270	-	(6,405)	204,865
Series 2024-1	150,480	2054	5.0%	-	150,480	-	150,480
Unamortized bond premium				215,153	15,593	(24,661)	206,085
Total Building Authority				3,367,128	166,073	(149,386)	3,383,815
MHEFA/MDFA							
Series A	20,000	2030	variable	20,000	-	-	20,000
Total MHEFA/MDFA				20,000	-	-	20,000
WCCC MHEFA/MDFA							
Series 2005-D	99,325	2029	5.0–5.3%	425	-	-	425
Unamortized bond premium				11	-	(1)	10
Total WCCC MHEFA/MDFA				436	-	(1)	435
MDFA							
Clean renewable energy bonds	1,625	2027	3.5%	382	-	(188)	194
Total bonds payable				3,387,946	166,073	(149,575)	3,404,444
UMG							
Working capital note	21,100	2025	2.2%	16,100	-	-	16,100
Change in control note	96,000	2031	0.0%	96,000	-	-	96,000
Unamortized discount				(11,476)	-	1,878	(9,598)
Total notes payable				100,624	-	1,878	102,502
Total long-term debt				$3,488,570	$ 166,073	$ (147,697)	$3,506,946

Table 26 represents the outstanding long-term debt as of June 30, 2023, and the related activity during the fiscal year ($ in thousands):

TABLE 26 – Long-Term Debt, FY2023
For the year ended June 30, 2023 ($ in thousands)

Debt	Original borrowing	Maturity date	Interest rate	As of 2022	Additions	Reductions	As of 2023
Building Authority							
Series 2009-2	$ 271,855	2039	6.4–6.6%	$ 16,945	$ -	$ -	$ 16,945
Series 2009-3	28,570	2039	5.8–6.2%	22,400	-	(775)	21,625
Series 2010-2	430,320	2040	3.8–5.5%	413,610	-	(17,125)	396,485
Series 2010-3	3,005	2040	5.8%	2,420	-	(75)	2,345
Series 2013-1	212,585	2043	2.0–5.0%	8,410	-	(5,845)	2,565
Series 2013-2	71,970	2043	0.4–4.3%	29,590	-	(2,485)	27,105
Series 2013-3	24,640	2043	4.0–5.0%	485	-	(485)	-
Series 2014-1	293,890	2044	3.0–5.0%	62,935	-	(4,135)	58,800
Series 2014-3	67,635	2029	2.0–5.0%	24,345	-	(4,500)	19,845
Series 2014-4	157,855	2025	0.2–3.4%	8,700	-	(2,070)	6,630
Series 2015-1	298,795	2045	4.0–5.0%	266,880	-	-	266,880
Series 2015-2	191,825	2036	3.0–5.0%	133,330	-	(25,620)	107,710
Series 2017-1	165,130	2047	4.0–5.3%	165,130	-	-	165,130
Series 2017-2	19,510	2027	1.6–3.4%	13,570	-	(1,570)	12,000
Series 2017-3	187,680	2038	3.0–5.0%	152,150	-	(3,650)	148,500
Series 2018-1	37,650	2043	2.0–2.9%	37,650	-	-	37,650
Series 2019-1	208,725	2039	5.0%	208,725	-	-	208,725
Series 2020-1	200,840	2050	5.0%	200,840	-	-	200,840
Series 2020-2	129,830	2050	1.8–3.5%	127,845	-	(2,020)	125,825
Series 2020-3	319,345	2044	1.7–3.5%	315,665	-	(2,165)	313,500
Series 2020-4	329,930	2043	0.4%–3.0%	329,930	-	(9,345)	320,585
Series 2021-1	312,330	2037	5.0%	291,750	-	(29,965)	261,785
Series 2021-2	46,585	2036	0.2%	30,835	-	(255)	30,580
Series 2022-1	188,650	2052	5.0%	188,650	-	-	188,650
Series 2022-2	211,270	2045	2.2–4.3%	211,270	-	-	211,270
Unamortized bond premium				241,608	-	(26,455)	215,153
Total Building Authority				3,505,668	-	(138,540)	3,367,128
MHEFA/MDFA							
Series A	20,000	2030	Variable	20,000	-	-	20,000
Total MHEFA/MDFA				20,000	-	-	20,000
WCCC MHEFA/MDFA							
Series 2005-D	99,325	2029	5.0–5.3%	425	-	-	425
Unamortized bond premium				15	-	(4)	11
Total WCCC MHEFA/MDFA				440	-	(4)	436
MDFA							
CREBs	1,625	2027	3.5%	478	-	(96)	382
Total bonds payable				3,526,586	-	(138,640)	3,387,946
UMG							
Working capital note	21,100	2025	2.2%	21,100	-	(5,000)	16,100
Building note	37,000	2027	2.2%	37,000	-	(37,000)	-
Change in control note	96,000	2031	0.0%	96,000	-	-	96,000
Unamortized discount				(13,313)	-	1,837	(11,476)
Total notes payable				140,787	-	(40,163)	100,624
Total long-term debt				$3,667,373	$ -	$ (178,803)	$3,488,570

Pledged Revenues

The University is obligated under its contracts for financial assistance, management and services with the Building Authority to collect rates, rents, fees and other charges with respect to such facilities sufficient to pay principal and interest on the Building Authority's bonds and certain other costs such as insurance on such facilities.

The University's spendable cash and investments secures the obligations of the University with respect to the MHEFA/MDFA Series A Bonds. The University is required to certify annually that there are sufficient funds in spendable cash and investments to cover the debt service on the Series A Bonds.

Principal and Interest

Principal and interest, which is estimated using rates in effect at June 30, 2024, on bonds and notes payable for the next five fiscal years and in subsequent five-year periods are presented in **Table 27** ($ in thousands):

TABLE 27 – Principal and Interest on Long-term Debt
($ in thousands)

Fiscal Year	Bonds – principal	Bonds – interest	Bonds – interest subsidy*	Direct placement bonds – principal	Direct placement bonds – interest	Notes payable – principal	Notes payable – interest	Total
2025	$ 121,066	$ 136,465	$ (6,729)	$ 1,690	$ 718	$ 6,100	$ 304	$ 259,614
2026	119,521	131,709	(6,445)	1,725	684	10,000	138	257,332
2027	122,627	126,346	(6,153)	1,760	649	12,000	-	257,229
2028	127,575	120,842	(5,858)	1,790	615	21,000	-	265,964
2029	132,065	115,455	(5,547)	1,600	827	63,000	-	307,400
2030–2034	679,255	486,613	(22,325)	8,530	3,500	-	-	1,155,573
2035–2039	724,855	332,120	(11,337)	9,880	2,142	-	-	1,057,660
2040–2044	622,650	175,739	(1,025)	9,020	591	-	-	806,975
2045–2049	327,370	76,979	-	-	-	-	-	404,349
2050–2053	185,370	18,975	-	-	-	-	-	204,345
Total	**$3,162,354**	**$1,721,243**	**$ (65,419)**	**$ 35,995**	**$ 9,726**	**$ 112,100**	**$ 442**	**$4,976,441**

* These interest rate subsidies are provided by the United States Government related to the Authority's issuance of bonds under the Build America Bond (BAB) program. Under the BAB program, the Government provides a direct subsidy of the interest rate paid to bondholders up to 35%. The University's November 1, 2023, and May 1, 2024 subsidy payments related to the Senior Series 2009-2 Project Revenue Build America Bonds and the Senior Series 2010-2 Project Revenue Build America Bonds were both 33.0%. For fiscal year 2025 through fiscal year 2043, the estimated subsidy reflected in the table above is 33.0%.

Bond Activity

In FY2024, the University issued $150.5 million of Senior Series 2024-1 Project Revenue Bonds to finance construction projects at the Amherst campus.

The University did not issue any new bonds and there was no refunding activity in FY2023.

Bond Premium (Discount) and Issuance Expenses

The University amortizes the premiums received as a reduction of interest expense over the life of the respective bond issue. In FY2024, the Authority received $15.6 million as premiums at issuance.

In connection with the University's bond issues, the University incurred certain issuance costs associated with the bond offerings. In FY2024, issuance costs were $1.0 million and were expensed in accordance with the provisions of GASB Statement No. 65, *Items Previously Reported as Assets and Liabilities*.

No bond activity occurred in FY2023, thus no new bond premium, discount or bond issuance costs were recorded in FY2023.

Notes Payable

In FY2022, the University entered into three notes payable as part of the Brandman University acquisition agreement. A working capital note payable of $21.1 million, a building note payable for $37.0 million and a change in control note payable of $96.0 million. In FY2023 the building was sold and the proceeds were used to pay off the building note payable for $37.0 million and $5.0 million of the working capital note. Remaining notes payable totaled $112.1 million as of June 30, 2024.

Commercial Paper

The maximum aggregate principal amount of commercial paper which may be outstanding at one time is $200.0 million. The Commercial Paper Series 2013-A are secured by a new standby liquidity facility agreement with TD Bank, NA that expires on August 3, 2025. As of June 30, 2024, the outstanding commercial paper had a term of 39 days with a maturity date August 8, 2024.

TABLE 28 – *Commercial Paper*
As of June 30 ($ in thousands)

Commercial paper	As of 2022	Additions	Reductions	As of 2023	Additions	Reductions	As of 2024
Commercial paper	$ 20,000	$ 17,250	$ -	$ 37,250	$ 80,050	$ (59,233)	$ 58,067

The University incurred total fees of $2.3 million and $1.0 million in FY2024 and FY2023, respectively, associated with the use of commercial paper.

Line of Credit

During FY2024, the University amended the existing line of credit agreement with Bank of America maintaining a maximum loan amount of $150.0 million. The line of credit has an updated maturity date of March 31, 2025.

Within the existing line of credit agreement, the University has secured $8.6 million of credit on behalf of UMass Global for the benefit of the U.S. Department of Education.

As of June 30, 2024, the outstanding balance on the line of credit was $0.

11. Other Liabilities

Table 29 shows current and long-term portions of other liabilities as recorded in the Statements of Net Position ($ in thousands):

TABLE 29 – *Current Portion and Total Other Liabilities*
As of June 30 ($ in thousands)

Other liabilities	As of June 30, 2024		As of June 30, 2023	
Accounts payable and accrued liabilities				
Accounts payable	$	150,724	$	147,469
Accrued salaries		157,523		135,426
Compensated absences		111,856		106,583
Workers' compensation		4,110		3,853
Interest payable		24,492		23,303
Other liabilities		7,313		3,745
Total accounts payable and accrued liabilities	$	456,018	$	420,379
Other current liabilities				
Due to Related Organizations		1,060		434
Other Liabilities		50,646		63,400
Total other current liabilities	$	51,706	$	63,834
Other long-term liabilities				
Compensated absences		27,842		25,549
Workers' compensation		16,112		16,112
Other liabilities		59,088		63,941
Total other long-term liabilities	$	103,042	$	105,602

12. Fringe Benefits

During the years ended June 30, 2024 and 2023, the Commonwealth paid $544.1 million and $467.7 million, respectively, for the University's portion of fringe benefit costs which includes pension expense, health insurance for active employees and retirees, and terminal leave. Of this amount, the University reimbursed the Commonwealth $157.8 million and $145.8 million during the years ended June 30, 2024 and 2023, respectively. The remaining portion is included in revenue as state appropriations.

13. Benefit Plans

Defined Benefit Plan

The Massachusetts State Employees' Retirement System (MSERS) is a public employee retirement system (PERS) that administers a cost-sharing multi-employer defined benefit plan covering substantially all employees of the Commonwealth including University employees.

MSERS provides retirement, disability, survivor and death benefits to members and their beneficiaries. Massachusetts General Laws (MGL) establishes uniform benefit and contribution requirements for all contributory PERS. These requirements provide for superannuation retirement allowance benefits up to a maximum of 80% of a member's highest three-year to five-year average annual rate of regular compensation depending on the date of hire. Benefit payments are based upon a member's age, length of creditable service, and group creditable service, and group classification. The authority for amending these provisions rests with the Legislature.

The MSERS' funding policies were established by Chapter 32 of MGL. The Legislature has the authority to amend these policies. The annuity portion of the MSERS retirement allowance is funded by employees, who contribute a percentage of their regular compensation. Costs of administering the plan are funded out of plan assets.

Member contributions for MSERS vary depending on the most recent date of membership, as shown in **Table 30**:

TABLE 30 – *Membership Contributions*

Hire date	% of Compensation
Prior to 1975	5% of regular compensation
1975–1983	7% of regular compensation
1984–6/30/1996	8% of regular compensation
7/1/1996–present	9% of regular compensation except for State Police which is 12% of regular compensation
1979–present	An additional 2% of regular compensation in excess of $30,000

In addition, members within this group who join the system on or after April 2, 2012 will have their withholding rate reduced to 6% after achieving 30 years of creditable service.

The University makes contributions on behalf of the employees through a fringe benefit charge assessed by the Commonwealth. The fringe benefit charge amounted to $220.7 million and $185.1 million for the years ended June 30, 2024 and 2023, respectively. Annual covered payroll was 77.7% and 76.6% of annual total payroll for the University for the years ended June 30, 2024 and 2023, respectively.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

The net pension liability as of June 30, 2024 was determined based on a measurement date of June 30, 2023 from an actuarial valuation as of January 1, 2023 rolled forward to June 30, 2023. The net pension liability measured as of June 30, 2023 was determined based on a measurement date of June 30, 2022 from an actuarial valuation as of January 1, 2022 rolled forward to June 30, 2022. There are no significant changes known which would impact the total pension liability between the measurement date and the reporting date, other than typical plan experience.

At June 30, 2024 and 2023, the University reported a liability of $384.4 million and $444.8 million, respectively, for its proportionate share of MSERS's net pension liability, respectively. The University's proportion of the net pension liability was based on a projection of the University's long-term share of contributions to the pension plan relative to the total projected contributions of all participating entities, as actuarially determined. The University's proportion of the pension plan at measurement dates of June 30, 2023 and 2022 was 2.6% and 3.2%, respectively.

For the fiscal years ended June 30, 2024 and 2023, the University recognized net pension expense of $21.4 million and $28.1 million, respectively.

The University reported its proportionate share of MSERS's deferred outflows of resources and deferred inflows of resources related to pensions from the following sources as of June 30, 2024 and 2023 ($ in thousands), as presented in **Tables 31** and **32**:

TABLE 31 – *University's Proportionate Share of MSERS, FY2024*
As of June 30, 2024 ($ in thousands)

Pension resource	Deferred outflows of resources	Deferred inflows of resources
Changes of assumptions	$ 6,461	$ -
Changes in proportion due to internal allocation	54,488	126,389
Employer contributions after measurement date	38,735	-
Differences between expected and actual experience	13,656	9,499
Net difference between projected and actual investment earnings on pension plan investments	10,346	-
Changes in proportion from Commonwealth	3	2,937
Total	**$ 123,689**	**$ 138,825**

TABLE 32 – *University's Proportionate Share of MSERS, FY2023*
As of June 30, 2023 ($ in thousands)

Pension resource	Deferred outflows of resources	Deferred inflows of resources
Changes of assumptions	$ 12,247	$ -
Changes in proportion due to internal allocation	86,900	100,064
Employer contributions after measurement date	37,960	-
Differences between expected and actual experience	11,065	17,362
Net difference between projected and actual investment earnings on pension plan investments	-	2,371
Changes in proportion from Commonwealth	30	1,203
Total	**$ 148,222**	**$ 121,000**

Amounts reported as deferred outflows of resources relating to pensions resulting from the University's contributions subsequent to the measurement date will be recognized as a reduction, or increase, to pension expense (benefit) in the next fiscal year. The remaining difference between the University's balances of deferred outflows and inflows of resources will be recognized in pension expense (benefit) as presented in **Table 33**:

TABLE 33 – *Amortization of Pension Expense in Future Years*
($ in thousands)

Year ending June 30	Pension
2025	$ (17,704)
2026	(29,177)
2027	7,107
2028	(14,097)
Total	**$ (53,871)**

Actuarial Assumptions

Significant actuarial assumptions used at each respective measurement date are presented in **Table 34**:

TABLE 34 – *Actuarial Assumptions*

Assumption	June 30, 2023	June 30, 2022
Investment rate of return	7.0%	7.0%
Interest rate credited to the annuity savings fund	3.5%	3.5%
Cost of living increases on the first $13,000 per year	3.0%	3.0%
Salary increases*	4.0% to 9.0%	4.0% to 9.0%
Mortality rates: Pre-retirement	RP-2014 Blue Collar Employees Scale MP-2021 **	RP-2014 Blue Collar Employees Scale MP-2020 **
Mortality rates: Post-retirement	RP-2014 Blue Collar Healthy Annuitant Scale MP-2021 **	RP-2014 Blue Collar Healthy Annuitant Scale MP-2020 **
Mortality rates: Disability	RP-2014 Blue Collar Healthy Annuitant Scale MP-2021 ***	RP-2014 Blue Collar Healthy Annuitant Scale MP-2020 ***

* Salary increases were based on analysis of past experiences depending on group and length of service
** Set forward one year for females.
*** Set forward one year

Investment Allocation

Investment assets of MSERS are with the Commonwealth's Pension Reserves Investment Trust (PRIT) Fund. The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future rates of return are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage.

Best estimates of geometric rates of return for each major asset class included in the PRIT Fund's target asset allocation as of June 30, 2023 and 2022 are summarized in **Tables 35** and **36**:

TABLE 35 – *Target Asset Allocation as of June 30, 2023*

Asset class	Target allocation	Long-term expected real rate of return
Global equity	37.0%	4.9%
Core fixed income	15.0%	1.9%
Private equity	16.0%	7.4%
Portfolio completion strategies	10.0%	3.8%
Real estate	10.0%	3.0%
Value added fixed income	8.0%	5.1%
Timber / natural resources	4.0%	4.3%
Total	**100.00%**	

TABLE 36 – *Target Asset Allocation as of June 30, 2022*

Asset class	Target allocation	Long-term expected real rate of return
Global equity	38.0%	4.2%
Core fixed income	15.0%	0.5%
Private equity	15.0%	7.3%
Portfolio completion strategies	10.0%	2.7%
Real estate	10.0%	3.3%
Value added fixed income	8.0%	3.7%
Timber / natural resources	4.0%	3.9%
Total	**100.00%**	

Discount Rate

The discount rate used to measure the total pension liability was 7.00% for both June 30, 2023 and 2022. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rates and the Commonwealth's contributions will be made at rates equal to the difference between actuarially determined contribution rates and the member rates. Based on those assumptions, the net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity Analysis

Table 37 The following illustrates the impact of a 1% change in the discount rate for the net pension liability at June 30, 2024 and 2023 ($ in thousands):

TABLE 37 – *Sensitivity Analysis of Discount*
As of June 30, 2024 and 2023 ($ in thousands)

Fiscal year ended	1% Decrease	At current discount rate	1% Increase
June 30, 2024	$ 528,350	$ 384,432	$ 262,640
June 30, 2023	$ 613,514	$ 444,824	$ 302,088

Defined Contribution Plan

Non-vested faculty and certain other employees of the University can opt out of MSERS and participate in a defined contribution plan, the Optional Retirement Plan (ORP), administered by the Commonwealth's Department of Higher Education. As of June 30, 2024 and 2023, there were 2,316 and 2,255 participants in the ORP, respectively. Employees contribute at the same rate as members in MSERS and the Commonwealth matches 5.0% of employee contributions, minus certain expenses such as cost of insurances and administrative expenses for a net matching contribution of 4.3%. The Commonwealth contributed $10.9 million and $9.6 million in FY2024 and FY2023, respectively. University employees contributed $25.8 million and $23.1 million in 2024 and 2023, respectively.

The MSERS and ORP retirement contributions of employees who become members of MSERS or ORP after January 1, 2011 are subject to a state compensation limit. Effective January 1, 2011, the University established a defined contribution plan, the University of Massachusetts 401(a) Retirement Gap Plan (Gap Plan). Employees with MSERS or ORP membership dates after January 1, 2011 are eligible to participate in the Gap Plan. Eligible employees begin participation in the Gap Plan when their regular compensation exceeds the state compensation limit in effect for the plan year, at which point their contributions to MSERS or ORP are required to stop for the remainder of the plan year. Employee contributions to the Gap Plan are mandatory and at the same rate as MSERS and ORP. The University contributes 5% of employee compensation exceeding 64% of the Compensation Limit up to the Compensation

Limit. The Compensation limits for FY2024 and FY2023 were $345,000 and $330,000, respectively. As of June 30, 2024 and 2023, the plan assets of the Gap Plan were $14.4 million and $10.2 million, respectively.

In addition, UMG offers a defined contribution retirement plan. Employees working at least 20 hours a week are eligible to participate in the plan after 90 days of employment. UMG contributes 3% of each employee's eligible annual salary, as defined by the plan. Eligible employees may contribute up to 6% of their eligible salary and UMG matches their contributions. UMG's total contribution to the plan was $2.5 million and $3.1 million for FY2024 and FY2023, respectively.

Other component units may opt to offer defined contribution retirement plans. These are not material in relation to the University as a whole and detailed plan information are therefore not presented.

14. Other Postemployment Benefits

The Commonwealth administers the State Retirees' Benefit Trust (SRBT), a single employer defined Postemployment Benefits Other Than Pensions (OPEB) Plan (the Plan). Benefits are managed by the Group Insurance Commission (GIC) and investments are managed by the Commonwealth's Pension Reserves Investment Management Board (PRIM).

Benefits Provided

Under Chapter 32A of the MGL the Commonwealth is required to provide certain health care and life insurance benefits for retired employees of the Commonwealth. Substantially all of the Commonwealth's employees may become eligible for these benefits if they reach retirement age while working for the Commonwealth. Eligible retirees are required to contribute a specified percentage of the health care/benefit costs, which are comparable to contributions required from employees.

Employer and employee contribution rates are set in MGL. The Commonwealth recognizes its share of the costs on an actuarial basis. As of June 30, 2024 and 2023, the retirees' share of premium costs is between 10%–20%, depending on the date of hire.

OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

The total OPEB liability as of June 30, 2024 was determined based on a measurement date of June 30, 2023 from an actuarial valuation as of January 1, 2023 rolled forward to June 30, 2023. The total OPEB liability as of June 30, 2023 was determined based on a measurement date of June 30, 2022 from an actuarial valuation as of January 1, 2022 rolled forward to June 30, 2022. There are no significant changes known which would impact the total OPEB liability between the measurement date and the reporting date, other than typical plan experience.

As of June 30, 2024 and 2023, the University reported a liability of $408.9 million and $559.8 million, respectively, for its proportionate share of the OPEB liability. The University's proportion of the OPEB liability was based on a projection of the University's long-term share of contributions to the OPEB plan relative to the total projected contributions of all participating entities, actuarially determined. The University's proportion of the OPEB plan at measurement dates of June 30, 2023 and 2022 was 2.88% and 4.19%, respectively.

For the fiscal years ended June 30, 2024 and 2023, the University recognized a net OPEB benefit of $71.9 million and $26.5 million, respectively.

The University reported its proportionate share of deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources as of June 30, as shown in **Tables 38** and **39** ($ in thousands):

TABLE 38 – *University's Proportionate Share of OPEB, FY2024*
As of June 30, 2024 ($ in thousands)

OPEB resources	Deferred outflows of resources	Deferred inflows of resources
Changes of assumptions	$ 17,962	$ 105,464
Changes in proportion due to internal allocation	170,478	389,047
Employer contributions after measurement date	19,550	-
Differences between expected and actual experience	16,630	45,927
Investment earnings on OPEB plan investments	1,336	-
Changes in proportion from Commonwealth	37	3,913
Total	**$ 225,993**	**$ 544,351**

TABLE 39 – *University's Proportionate Share of OPEB, FY2023*
As of June 30, 2023 ($ in thousands)

OPEB resources	Deferred outflows of resources	Deferred inflows of resources
Changes of assumptions	$ 41,232	$ 202,806
Changes in proportion due to internal allocation	236,707	269,056
Employer contributions after measurement date	18,861	-
Differences between expected and actual experience	10,305	92,682
Investment earnings on OPEB plan investments	851	-
Changes in proportion from Commonwealth	257	2,765
Total	**$ 308,213**	**$ 567,109**

Amounts reported as deferred outflows of resources relating to OPEB resulting from the University's contributions subsequent to the measurement date will be recognized as a reduction to OPEB expense (benefit) in the next fiscal year. The remaining difference between the University's balances of deferred outflows and inflows of resources related to OPEB will be recognized in OPEB expense (benefit), as shown in **Table 40**:

TABLE 40 – *Amortization of OPEB Expense in Future Years*
($ in thousands)

Year ending June 30	Pension
2025	$ (82,387)
2026	(80,169)
2027	(77,578)
2028	(54,595)
2029	(43,179)
Total	**$ (337,908)**

Actuarial Assumptions

Significant actuarial assumptions used at the 2023 measurement date are as follows:

Long-term rate of return on investment: 7.00%

Annual healthcare cost trend rates

Developed based on the most recent published SAO-Getzen trend rate model, version 2023_1f.

Short-term — Based on a review of the Commonwealth's emerging experience and enrollment by plan type (including migration assumptions for discontinued plans), along with industry surveys, separately for non-Medicare and Medicare benefits. The industry surveys were used to predict short-term future per capita cost increases.

Long-term — Based on the most recent published SAO-Getzen model for trend rates beginning in 2027 and thereafter, based on the plan's long-term inflation assumption and reasonable macro-economic assumptions for the growth of health care expenditures during this period relative to the general economy. **Table 41** presents annual healthcare cost trend rates.

TABLE **41** – *Annual Healthcare Cost Trend Rates*

Year	Medicare benefits	Non-Medicare benefits
2023	5.79%	7.50%
2024	7.26%	8.59%
2025	7.14%	8.29%
2026	5.45%	6.59%
2027	5.33%	6.28%
2032	4.77%	4.77%
2042	4.50%	4.50%
2052	4.44%	4.44%
2062	4.38%	4.38%
2072	4.06%	4.06%
2075+	3.94%	3.94%

Getzen long run growth factors

- Inflation: 2.50%
- Real GDP Growth: 1.40%
- Excess Medical Growth: 1.00%

Mortality rates

RP-2014 Blue Collar Mortality Table projected with scale MP-2021 with females set forward one year.

Participation rates

- 100% of employees currently electing healthcare coverage are assumed to elect coverage at retirement.
- 35% of employees currently opting out of active health coverage are assumed to elect to enroll in retiree coverages.
- 85% of current and future vested terminated participants will elect health care benefits at age 55, or if later, the participant's current age.
- Retirees who currently elect to waive their coverage are assumed to remain uncovered in the future.
- 100% of spouses are assumed to elect to continue coverage after retiree's death.

- Current non-Medicare eligible retirees and spouses (if covered) under age 65 who are in a POS/PPO plan are assumed to move to a Medicare Supplement plan if they are Medicare eligible at 65. All others are assumed to remain in their currently elected product type (Indemnity-Medicare Supplement/HMO-Medicare Advantage/POS/PPO).

- Future retirees are assumed to enroll in the existing plans in the same proportion as the current retiree mix, as shown in **Table 42**. These proportions are established separately for non-Medicare and Medicare coverage for each product type and reflect the migration of the members to the new plans, as stated in the GIC Provisions sections.

TABLE 42 – *Future Enrollment Proportions*

Plan	Retirement age under 65	Retirement age over 65
Indemnity	27.0%	0.0%
POS/PPO	63.0%	0.0%
HMO	10.0%	0.0%
Medicare Supplement	-	96.0%
Medicare Advantage	-	4.0%

Significant actuarial assumptions used at the 2022 measurement date are as follows:

Long-term rate of return on investment: 7.00%

Annual healthcare cost trend rates

Developed based on the most recent published SAO-Getzen trend rate model, version 2022_f4.

Short-term — Based on review of the plan's historical trend rates during fiscal years 2021 and 2022, along with industry surveys, separately for non-Medicare and Medicare benefits. The industry surveys were used to predict short-term future per capita cost increases.

Long-term — Based on the most recent published SAO-Getzen model for trend rates beginning in 2023 and thereafter, based on the plan's long-term inflation assumption and reasonable macro-economic assumptions for the growth of health care expenditures during this period relative to the general economy. **Table 43** presents annual healthcare cost trend rates.

TABLE 43 – *Annual Healthcare Cost Trend Rates*

Year	Medicare benefits	Non-Medicare benefits
2022	5.00%	7.60%
2023	6.80%	9.11%
2024	6.79%	8.82%
2025	4.99%	6.72%
2026	4.99%	6.43%
2031	4.97%	4.97%
2041	4.78%	4.78%
2051	4.62%	4.62%
2061	4.53%	4.53%
2071	4.15%	4.15%
2075+	3.94%	3.94%

Getzen long run growth factors:

- Inflation: 2.50%
- Real GDP Growth: 1.40%
- Excess Medical Growth: 1.00%

Mortality rates

RP-2014 Blue Collar Employees projected with Scale MP-2020 from the central year, with females set forward one year.

Participation rates

- 100% of employees currently electing healthcare coverage are assumed to elect coverage at retirement.

- 35% of employees currently opting out of active health coverage are assumed to elect to enroll in retiree coverages.

- 85% of current and future vested terminated participants will elect health care benefits at age 55 or if later, the participant's current age.

- Retirees who currently elect to waive their coverage are assumed to remain uncovered in the future.

- 100% of spouses are assumed to elect to continue coverage after retiree's death.

- Current non-Medicare eligible retirees and spouses (if covered) under age 65 who are in a POS/PPO plan are assumed to move to an Indemnity plan if they are Medicare eligible at 65. All others are assumed to remain in their currently elected product type (Indemnity/POS/PPO/HMO).

- Future retirees are assumed to enroll in the existing plan in the same proportion as the current retiree mix, as shown in **Table 44**. These proportions are established separately for non-Medicare and Medicare coverage for each product type.

TABLE 44 – *Future Enrollment Proportions*

Plan	Retirement age under 65	Retirement age over 65
Indemnity	28.0%	96.0%
POS/PPO	62.0%	0.0%
HMO	10.0%	4.0%

Investment Allocation

Investment assets of the Plan are with PRIT. The long-term expected rate of return on OPEB plan investments was determined using a building-block method in which best-estimate ranges of expected future rates of return are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage.

Best estimates of geometric rates of return for each major asset class included in the PRIT Fund's target asset allocation as of June 30, 2023 and 2022 are summarized in **Tables 45** and **46**:

TABLE 45 – *Target Asset Allocation as of June 30, 2023*

Asset class	Target allocation	Long-term expected real rate of return
Global equity	37.00%	4.90%
Core fixed income	15.00%	1.90%
Private equity	16.00%	7.40%
Portfolio completion strategies	10.00%	3.80%
Real estate	10.00%	3.00%
Value added fixed income	8.00%	5.10%
Timber / natural resources	4.00%	4.30%
Total	**100.00%**	

TABLE 46 – *Target Asset Allocation as of June 30, 2022*

Asset class	Target allocation	Long-term expected real rate of return
Global equity	38.00%	4.20%
Core fixed income	15.00%	0.50%
Private equity	15.00%	7.30%
Portfolio completion strategies	10.00%	2.70%
Real estate	10.00%	3.30%
Value added fixed income	8.00%	3.70%
Timber / natural resources	4.00%	3.90%
Total	**100.00%**	

Discount Rate

The discount rates used to measure the total OPEB liability as of June 30, 2024 and 2023 were 4.34% and 4.30%, respectively. These rates were based on a blend of the Bond Buyer Index rates of 3.65% and 3.54%, respectively, as of the measurement dates June 30, 2023 and 2022 and the long term rate of return on Plan investments of 7.00%. The plan's fiduciary net position was not projected to be available to make all projected future benefit payments for current plan members. Based on the stated assumptions and the projection of cash flows, the Plan's Fiduciary Net Position and future contributions were not sufficient to finance the future benefit payments of the current plan members. Therefore, the long-term expected rate of return on SRBT investments was applied to projected benefit payments through year 2042 and the municipal bond rate was applied to all remaining future years to determine the total OPEB liability.

Sensitivity Analysis of Discount

Table 47 presents the net OPEB liability of the Commonwealth calculated using the discount rate, as well as what the net OPEB liability would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current rate ($ in thousands):

TABLE 47 – Sensitivity Analysis of Discount
As of June 30, 2023 and 2022 ($ in thousands)

Fiscal year ended	1% Decrease	At current discount rate	1% Increase
June 30, 2023	$ 477,731	$ 408,875	$ 352,376
June 30, 2022	653,075	559,807	483,194

Sensitivity Analysis of Healthcare Cost Trend Rate

Table 48 presents the net OPEB liability of the Commonwealth, as well as what the net OPEB liability would be if it were calculated using a healthcare cost trend rate that is 1-percentage-point lower or 1-percentage-point higher than the current healthcare cost trend rate ($ in thousands):

TABLE 48 – Sensitivity Analysis of Healthcare Cost Trend Rate
As of June 30, 2023 and 2022 ($ in thousands)

Fiscal year ended	1% Decrease	At current healthcare cost trend rate	1% Increase
June 30, 2023	$ 342,606	$ 408,875	$ 492,701
June 30, 2022	469,278	559,807	674,405

15. Operating Expenses and Interest

Table 49 summarizes the University's operating and interest expenses by natural and functional classification for the year ended June 30, 2024 ($ in thousands):

TABLE 49 – Operating Expenses and Interest, FY2024
For the year ended June 30, 2024 ($ in thousands)

Expense / Interest	Compensation and benefits	Supplies and services	Scholarships and fellowships	Depreciation and amortization	Interest	Total
Educational and general						
Instruction	$ 916,613	$ 140,668	$ -	$ -	$ -	$ 1,057,281
Research	373,494	247,008	-	-	-	620,502
Public service	64,526	26,850	-	-	-	91,376
Academic support	175,822	71,235	-	-	-	247,057
Student services	161,234	86,739	-	-	-	247,973
Institutional support	282,013	91,346	-	-	-	373,359
Operation and maintenance of plant	131,541	148,762	-	-	-	280,303
Depreciation and amortization	-	-	-	361,126	-	361,126
Scholarships and fellowships	-	-	29,463	-	-	29,463
Auxiliary enterprises	**174,995**	**185,857**	**-**	**-**	**-**	**360,852**
Other expenditures						
Independent operations	16,453	28,787	-	-	-	45,240
Public service activities	124,143	92,893	-	-	-	217,036
Total operating expenses	2,420,834	1,120,145	29,463	361,126	-	3,931,568
Interest expense	-	-	-	-	132,442	132,442
Total operating expenses and interest	**$ 2,420,834**	**$ 1,120,145**	**$ 29,463**	**$ 361,126**	**$ 132,442**	**$ 4,064,010**

Table 50 summarizes the University's operating expenses and interest by natural and functional classification for the year ended June 30, 2023 ($ in thousands):

TABLE 50 – *Operating Expenses and Interest, FY2023*

For the year ended June 30, 2023 ($ in thousands)

Expense / interest	Compensation and benefits	Supplies and services	Scholarships and fellowships	Depreciation and amortization	Interest	Total
Educational and general						
Instruction	$ 862,872	$ 133,931	$ -	$ -	$ -	$ 996,803
Research	346,938	239,354	-	-	-	586,292
Public service	62,464	25,117	-	-	-	87,581
Academic support	152,317	69,852	-	-	-	222,169
Student services	155,380	84,659	-	-	-	240,039
Institutional support	258,715	85,265	-	-	-	343,980
Operation and maintenance of plant	122,529	137,344	-	-	-	259,873
Depreciation and amortization	-	-	-	344,872	-	344,872
Scholarships and fellowships	-	-	62,237	-	-	62,237
Auxiliary enterprises	**161,242**	**191,385**	**-**	**-**	**-**	**352,627**
Other expenditures						
Independent operations	22,880	33,725	-	-	-	56,605
Public service activities	117,473	137,678	-	-	-	255,151
Total operating expenses	2,262,810	1,138,310	62,237	344,872	-	3,808,229
Interest expense	-	-	-	-	129,132	129,132
Total operating expenses and interest	**$ 2,262,810**	**$ 1,138,310**	**$ 62,237**	**$ 344,872**	**$ 129,132**	**$ 3,937,361**

16. Unrestricted Net Position

According to the University's reserve policy, unrestricted net position is designated for certain purposes. Below are the designations used by the University, as described in the University's policy:

- **Unexpended plant and facilities:** funds designated for capital projects, equipment and the major renovations of all existing buildings including research, education and general, and auxiliary.

- **Auxiliary enterprises:** funds related to self-supporting activities which provide non-instructional support in the form of goods and services to students, faculty, and staff upon payment of a specific user charge or fee.

- **Education and general:** funds designated for operational requirements, academic initiatives, research, faculty recruitment, and University initiatives.

- **Quasi-endowment:** funds related to unrestricted resources invested in the Foundation's pooled endowment fund, intended to be invested for the long-term unless otherwise approved by the Board of Trustees or a designated authority.

- **Stabilization:** funds designated to provide budgetary stabilization for operations due to unforeseen and/or uncontrollable circumstances to ensure responsible long-term financial stability.

- **Other unrestricted:** funds undesignated for a specific use or purpose.

Table 51 summarizes the University's unrestricted net position as of June 30, 2024 and 2023 ($ in thousands):

TABLE 51 – *Unrestricted Net Position*
As of June 30, 2024 and 2023 ($ in thousands)

Unrestricted resources	2024	2023
Unexpended plant and facilities	$ 599,627	$ 467,237
Auxiliary enterprises	173,524	123,013
Education and general	564,013	469,562
Quasi-endowment	451,215	412,813
Stabilization	163,961	157,467
Other unrestricted	4,226	25,432
Subtotal	**1,956,566**	**1,655,524**
Unfunded portion of pension liabilities	(399,569)	(417,602)
Unfunded portion of postretirement benefits other than pension liabilities	(727,233)	(818,703)
Total unrestricted net position	**$ 829,764**	**$ 419,219**

17. Commitments and Contingencies

In June 2019, the University entered into an agreement to lease property located at 200 Mount Vernon Street in Dorchester, Massachusetts to an unrelated party (the Developer). The Developer plans to develop a mixed-use opportunity at the site. Under the terms of the agreement, the Developer, subject to certain contingencies, may enter into a 99-year ground lease for an initial fixed rent upfront payment of up to $235.0 million, with a minimum payment of $192.5 million. It is an ongoing transaction to be negotiated on terms acceptable to the University while the parties agree to a closing date. At June 30, 2024, the University held $26.4 million as a fully nonrefundable deposit. Subsequent to the year end, an additional $0.3 million was released to the University as a nonrefundable deposit. The University has the ability to terminate the agreement subject to the terms of the agreement.

The University has outstanding purchase commitments with contractors for the construction of certain facilities as of June 30, 2024 and 2023 of $179.4 million and $193.1 million, respectively.

As of June 30, 2024 and 2023, the Authority had a working capital deficiency of $77.4 million and $125.9 million, respectively. As stated in the various contracts between the Authority and the University, the University is required to provide necessary funding to the Authority to meet its obligations through June 30, 2025 and beyond.

From time to time, the University is involved in routine litigation that arises in the ordinary course of business. There are no significant legal proceedings to which the University is a party for which management believes the ultimate outcome would have a material adverse effect on the University's financial position.

18. Blended Component Units

Condensed information for the University's blended component units, the Building Authority, WCCC and UMG as of June 30, 2024 ($ in thousands), is presented in **Tables 52, 53** and **54**:

TABLE 52 – *Condensed Information from the Statements of Net Position, FY2024*
As of June 30, 2024 ($ in thousands)

Condensed Information from the Statements of Net Position	Building Authority	Eliminations	WCCC	Eliminations	UMG	Eliminations
Capital assets, net	$ 4,238,452	$ (432,400)	$ 348,518	$ -	$ 10,342	$ -
Lease receivable	148,151	(3,928)	159,347	-	-	-
Other assets	728,285	257,362	205,997	-	40,824	-
Deferred outflows	91,277	1,032	6,538	-	-	-
Total assets and deferred outflows	5,206,165	(177,934)	720,400	-	51,166	-
Debt, including commercial paper	3,441,882	(107,097)	267,006	-	102,503	-
Lease liability	26,040	(20,772)	-	-	6,191	-
Other liabilities	148,244	(16,490)	65,643	-	23,631	-
Deferred inflows	301,028	(3,431)	148,621	-	-	-
Total liabilities and deferred inflows	3,917,194	(147,790)	481,270	-	132,325	-
Total net position	**$1,288,971**	**$ (30,144)**	**$ 239,130**	**$ -**	**$ (81,159)**	**$ -**

TABLE 53 –*Condensed Information from the Statements of Revenues, Expenses, and Changes in Net Position, FY2024*
For the year ended June 30, 2024 ($ in thousands)

Condensed Information from the Statements of Revenues, Expenses, and Changes in Net Position	Building Authority	Eliminations	WCCC	Eliminations	UMG	Eliminations
Other revenues	$ 412,075	$ (199,611)	$ 95,228	$ (56,656)	$ 106,367	$ 36
Total revenues	412,075	(199,611)	95,228	(56,656)	106,367	36
Operation and maintenance of capital assets	7,640	(34,342)	28,549	(26,171)	-	-
Depreciation	184,219	(26,315)	18,246	-	5,718	-
Interest expense	125,510	(125,655)	8,899	-	2,367	-
Other expenses	11,541	(10,792)	23,854	(30,485)	97,246	36
Total expenses	328,910	(197,104)	79,548	(56,656)	105,331	36
Increase (decrease) in net position	**$ 83,165**	**$ (2,507)**	**$ 15,680**	**$ -**	**$ 1,036**	**$ -**

TABLE 54 – *Condensed Information from the Statements of Cash Flows, FY2024*
For the year ended June 30, 2024 ($ in thousands)

Condensed Information from the Statements of Cash Flows	Building Authority	Eliminations	WCCC	Eliminations	UMG	Eliminations
Net cash provided by (used in) operating activities	$ 233,458	$ (2,507)	$ 33,934	$ -	$ 4,178	$ -
Net cash provided by (used in) investing activities	36,353	-	(2,966)	-	532	-
Net cash provided by noncapital financing activities	-	-	-	-	2,929	-
Net cash (used in) provided by capital and other financing activities	(168,284)	-	(18,533)	-	(4,325)	-
Change in cash and cash equivalents	**$ 101,527**	**$ (2,507)**	**$ 12,435**	**$ -**	**$ 3,314**	**$ -**

Condensed information for the University's blended component units, the Building Authority, WCCC and UMG, as of June 30, 2023 ($ in thousands) is presented in **Tables 55, 56** and **57**:

TABLE 55 – *Condensed Information from the Statements of Net Position, FY2023*
As of June 30, 2023 ($ in thousands)

Condensed Information from the Statements of Net Position	Building Authority	Eliminations	WCCC	Eliminations	UMG	Eliminations
Capital assets, net	$ 3,972,090	$ (449,531)	$ 362,905	$ -	$ 17,902	$ -
Lease receivable	152,155	(2,706)	165,542	-	-	-
Other assets	606,522	227,945	149,240	-	36,086	-
Deferred outflows	100,624	374	7,304	-	-	-
Total assets and deferred outflows	4,831,391	(223,918)	684,991	-	53,988	-
Debt, including commercial paper	3,404,378	(158,431)	289,273	-	100,624	-
Lease liability	27,803	(23,767)	-	-	11,846	-
Other liabilities	133,744	(11,504)	14,989	-	23,714	-
Deferred inflows	59,660	(2,579)	157,281	-	-	-
Total liabilities and deferred inflows	3,625,585	(196,281)	461,543	-	136,184	-
Total net position	**$1,205,806**	**$ (27,637)**	**$223,448**	**$ -**	**$ (82,196)**	**$ -**

TABLE 56 –*Condensed Information from the Statements of Revenues, Expenses, and Changes in Net Position, FY2023*
For the year ended June 30, 2023 ($ in thousands)

Condensed Information from the Statements of Revenues, Expenses, and Changes in Net Position	Building Authority	Eliminations	WCCC	Eliminations	UMG	Eliminations
Other revenues	$ 318,204	$ (279,269)	$ 99,295	$ (62,979)	$ 105,457	$ -
Total revenues	318,204	(279,269)	99,295	(62,979)	105,457	-
Operation and maintenance of capital assets	6,861	(21,279)	28,538	(27,995)	-	-
Depreciation	169,512	(26,409)	18,978	-	7,343	-
Interest expense	125,216	(132,012)	9,294	-	2,560	-
Other expenses	21,280	(96,969)	25,025	(32,139)	113,385	-
Total expenses	322,869	(276,669)	81,835	(60,134)	123,288	-
Increase (decrease) in net position	**$ (4,665)**	**$ (2,600)**	**$ 17,460**	**$ (2,845)**	**$ (17,831)**	**$ -**

TABLE 57 – *Condensed Information from the Statements of Cash Flows, FY2023*
For the year ended June 30, 2023 ($ in thousands)

Condensed Information from the Statements of Cash Flows	Building Authority	Eliminations	WCCC	Eliminations	UMG	Eliminations
Net cash provided by (used in) operating activities	$ 206,966	$ (2,600)	$ 27,688	$ (2,845)	$ (18,891)	$ -
Net cash provided by (used in) investing activities	195,135	-	(5,585)	-	77	-
Net cash provided by noncapital financing activities	-	-	-	-	510	-
Net cash (used in) provided by capital and other financing activities	(384,226)	-	(16,739)	-	(7,459)	-
Change in cash and cash equivalents	**$ 17,875**	**$ (2,600)**	**$ 5,364**	**$ (2,845)**	**$ (25,763)**	**$ -**

The UMass Amherst Foundation, UMass Medical School Foundation and the UMLARC are not material in relation to the other blended component units, nor the University as a whole, and therefore not presented in the above condensed information.

19. Discretely Presented Component Units

As described in Note 1, UMF and UMDF are discretely presented component units. These Foundations are presented in the aggregate in the accompanying financial statements. Following is supplemental information on UMF's non-agency investments, which is not included in its entirety elsewhere in these financial statements.

This note excludes agency funds held with the Foundation that are not the University's in the amount of $20.5 million and $18.8 million as of June 30, 2024 and 2023. UMF's investment portfolio represents substantially all of the aggregate discretely presented component units. This note does not include investment information for UMDF given the immaterial nature of UMDF's balances and activities.

Investments

UMF's disclosure regarding investments in debt and equity securities, owned by the University, is captured in Note 4. Additional disclosure related to UMF's non-agency investments is noted on

Custodial Credit Risk

UMF maintains depository, payroll, disbursement, receipt, and imprest accounts. In addition to bank account deposits, UMF held money market instruments which are classified as investments. Interest bearing and money market accounts carry Federal Deposit Insurance Corporation (FDIC) insurance up to $250,000 per account. None of the accounts are collateralized above the FDIC insured amounts.

Concentration of Credit Risk — As of June 30, 2024 and 2023, there is no concentration of investments from one issuer equal or greater than 5% of the portfolio. Investments issued or guaranteed by the U.S. government, as well as investments in mutual funds and other pooled investments are excluded from consideration when evaluating concentration risk.

Credit Risk — UMF's investment policy allows each portfolio manager full discretion within the parameters of the investment guidelines specific to that manager. Nationally recognized statistical rating organizations, such as Standards & Poor's (S&P) assign credit ratings to security issues and issuers that indicate a measure of potential credit risk to investors.

Table 58 presents the debt investments at fair value by credit quality of UMF's non-agency investment portfolio as of June 30, 2024 ($ in thousands):

TABLE 58 – *Debt Investments by Credit Quality, FY2024*

As of June 30, 2024 ($ in thousands)

Debt securities		2024	S&P rating
U.S. Treasury securities	$	63,469	AAA
Total debt securities	**$**	**63,469**	

Table 59 presents the debt investments at fair value by credit quality of UMF's non-agency investment portfolio as of June 30, 2023 ($ in thousands):

TABLE 59 – *Debt Investments by Credit Quality, FY2023*

As of June 30, 2023 ($ in thousands)

Debt securities		2023	S&P rating
U.S. Treasury securities	$	58,308	AAA
Total debt securities	**$**	**58,308**	

Interest Rate Risk — UMF's Investment Policy and Guidelines Statement establishes targets for the preferred duration of the fixed income component of the investment portfolio by asset class by limiting investments through targeted allocations to different asset classes.

Table 60 presents the fair value by investment maturity of the debt investments of UMF's non-agency investment portfolio as of June 30, 2024 ($ in thousands):

TABLE 60 – *Debt Investments by Maturity, FY2024*

As of June 30, 2024 ($ in thousands)

Debt securities		Less than 1		1 to 5		6 to 10		More than 10		Total
U.S. Treasury securities	$	2,920	$	60,549	$	-	$	-	$	63,469
Total debt securities	**$**	**2,920**	**$**	**60,549**	**$**	**-**	**$**	**-**	**$**	**63,469**

Table 61 presents the fair value by investment maturity of the debt investments of UMF's non-agency investment portfolio as of June 30, 2023 ($ in thousands):

TABLE 61 – *Debt Investments by Maturity, FY2023*
As of June 30, 2023 ($ in thousands)

Debt securities	Less than 1	1 to 5	6 to 10	More than 10	Total
U.S. Treasury securities	$ 1,850	$ 56,458	$ -	$ -	$ 58,308
Total debt securities	**$ 1,850**	**$ 56,458**	**$ -**	**$ -**	**$ 58,308**

Fair Value Measurement — UMF's fair value measurement disclosure is captured in Note 4. Additional disclosure related to UMF's non-agency investments is as noted in **Table 62.**

Table 62 summarizes the fair value of UMF's non-agency investments by type as of June 30, 2024 ($ in thousands):

TABLE 62 – *Fair Value Hierarchy of Non-Agency Investments, FY2024*
As of June 30, 2024 ($ in thousands)

Non-agency investments	Investments measured at NAV	Investments classified in the fair value hierarchy Level 1	Investments classified in the fair value hierarchy Level 2	Investments classified in the fair value hierarchy Level 3	Total
Money market funds	$ -	$ 111,417	$ -	$ -	$ 111,417
Debt securities					
U.S. Treasury securities	-	63,469	-	-	63,469
Total debt securities	-	63,469	-	-	63,469
Equity securities					
Domestic equities	-	140,177	-	-	140,177
International equities	-	51,240	-	-	51,240
Total equity securities	-	191,417	-	-	191,417
Alternative investments					
Multi-strategy hedge funds: Equity	378,766	-	-	-	378,766
Multi-strategy hedge funds: Long/short	207,790	-	-	-	207,790
Multi-strategy hedge funds: Fixed income	58,270	-	-	-	58,270
Multi-strategy hedge funds: Absolute return	46,197	-	-	-	46,197
Multi-strategy hedge funds: Real assets	10,927	-	-	-	10,927
Private equity	80,894	-	-	-	80,894
Private debt	13,221	-	-	-	13,221
Private real estate	7,422	-	-	-	7,422
Annuity & Life Income Pooled Funds	4,317	-	-	-	4,317
Total alternative investments	807,804	-	-	-	807,804
Total Investments	**$ 807,804**	**$ 366,303**	**$ -**	**$ -**	**$ 1,174,107**

Table 63 summarizes the fair value of UMF's non-agency investments by type as of June 30, 2023 ($ in thousands):

TABLE 63 – Fair Value Hierarchy of Non-Agency Investments, FY2023
As of June 30, 2023 ($ in thousands)

Non-agency investments	Investments measured at NAV	Investments classified in the fair value hierarchy Level 1	Investments classified in the fair value hierarchy Level 2	Investments classified in the fair value hierarchy Level 3	Total
Money market funds	$ -	$ 86,564	$ -	$ -	$ 86,564
Debt securities					
U.S. Treasury securities	-	58,308	-	-	58,308
Total debt securities	-	58,308	-	-	58,308
Equity securities					
Domestic equities	-	112,817	-	-	112,817
International equities	-	39,158	-	-	39,158
Total equity securities	-	151,975	-	-	151,975
Alternative investments					
Multi-strategy hedge funds: Equity	321,265	-	-	-	321,265
Multi-strategy hedge funds: Long/short	159,451	-	-	-	159,451
Multi-strategy hedge funds: Fixed income	42,688	-	-	-	42,688
Multi-strategy hedge funds: Absolute return	39,494	-	-	-	39,494
Multi-strategy hedge funds: Real assets	9,938	-	-	-	9,938
Private equity	76,906	-	-	-	76,906
Private debt	14,975	-	-	-	14,975
Private real estate	7,765	-	-	-	7,765
Annuity & Life Income Pooled Funds	3,754	-	-	-	3,754
Total alternative investments	676,236	-	-	-	676,236
Total Investments	$ 676,236	$ 296,847	$ -	$ -	$ 973,083

Table 64 presents unfunded commitments, redemption frequency and notice period for non-agency investments that have been valued using NAV as a practical expedient as of June 30, 2024 ($ in thousands):

TABLE 64 – *Alternative Non-Agency Investments, FY2024*
As of June 30, 2024 ($ in thousands)

Alternative investments	NAV	Unfunded commitments	Redemption terms	Notice period	Redemption restrictions
Common trust funds	$ 4,317	$ -	Daily		No lock-up restrictions
Multi-strategy hedge funds: Equity	378,766	3,196	Daily to annual	1–90 days	Lock-up provisions range from none to 2 years.
Multi-strategy hedge funds: Long/short	207,790	-	Quarterly to annual	45–90 days	Lock-up provisions range from none to 2 years.
Multi-strategy hedge funds: Fixed income	58,270	-	Quarterly to semi-annual	**	No lock-up restrictions
Multi-strategy hedge funds: Absolute return	46,197	-	Quarterly to annual	45–65 days	No lock-up restrictions
Multi-strategy hedge funds: Real assets	10,927	-	Annual	90 days	No lock-up restrictions
Private equity and venture capital	80,894	28,967	Closed end funds	*	Not redeemable
Private debt	13,221	5,611	Closed end funds	*	Not redeemable
Private real estate	7,422	1,363	Closed end funds	*	Not redeemable
Total	**$807,804**	**$ 39,137**			

* UMF has made commitments to various private equity and venture debt partnerships. The University expects these funds to be called over the next 1–5 years. Liquidity is expected to be received in the next 1–9 years.
** Includes fund(s) that restrict redemptions such that redemptions are at the sole discretion of the Fund. Redemption terms require 60 to 90 days notice.

Table 65 presents unfunded commitments, redemption frequency and notice period for non-agency investments that have been valued using NAV as a practical expedient as of June 30, 2023 ($ in thousands):

TABLE 65 – *Alternative Non-Agency Investments, FY2023*
As of June 30, 2023 ($ in thousands)

Alternative investments	NAV	Unfunded commitments	Redemption terms	Notice period	Redemption restrictions
Common trust funds	$ 3,754	$ -	Daily		No lock-up restrictions
Multi-strategy hedge funds: Equity	321,265	-	Daily to annual	1–90 days	Lock-up provisions range from none to 2 years.
Multi-strategy hedge funds: Long/short	159,451	-	Quarterly to annual	45–90 days	Lock-up provisions range from none to 2 years.
Multi-strategy hedge funds: Fixed income	42,688	-	Quarterly to semi-annual	**	No lock-up restrictions
Multi-strategy hedge funds: Absolute return	39,494	-	Quarterly to annual	45–65 days	No lock-up restrictions
Multi-strategy hedge funds: Real assets	9,938	-	Annual	90 days	No lock-up restrictions
Private equity and venture capital	76,906	32,666	Closed end funds	*	Not redeemable
Private debt	14,975	9,601	Closed end funds	*	Not redeemable
Private real estate	7,765	1,454	Closed end funds	*	Not redeemable
Total	**$676,236**	**$ 43,721**			

* UMF has made commitments to various private equity and venture debt partnerships. The University expects these funds to be called over the next 1–5 years. Liquidity is expected to be received in the next 1–9 years.
** Includes fund(s) that restrict redemptions such that redemptions are at the sole discretion of the Fund. Redemption terms require 60 to 90 days notice.

20. Related Party Transactions

Members of the University's Board of Trustees and Officers may, from time to time, be associated, either directly or indirectly, with companies doing business with the University. The University requires an annual disclosure of significant financial interests in, family relationships, significant management function, or substantial business with entities doing business with the University by members of the University's Board of Trustees and Officers. When such relationships exist, measures are taken to assess potential conflicts of interest to protect the best interests of the University and ensure compliance with relevant conflict of interest laws and policy. The University's conflict of interest policy also requires, among other things, that no member of the Board of Trustees or Officer may participate in any decision in which they (or an immediate family member) has a material financial interest.

21. Subsequent Events

Subsequent to the year ended June 30, 2024, and through December 18, 2024, the University rolled $52.8 million of tax-exempt and $5.25 million of taxable commercial paper with interest rates ranging from 3.31% to 5.15% with a maturity date of December 4, 2024, to fund construction projects at the Boston and Lowell campuses.

For purposes of determining the effects of subsequent events on these financial statements, management has evaluated events subsequent to June 30, 2024 and through December 18, 2024, the date on which the financial statements were issued.

Required Supplementary Information (unaudited)

For the last ten years* ($ in thousands)

*Until a full ten year trend is compiled, the University is presenting only information for the years for which information is available.

Schedule of the University's Proportionate Share of the Net Pension Liability — Massachusetts State Employees' Retirement System, 2023–2019
Based on the measurement date, June 30

Liability	2023	2022	2021	2020	2019
University's proportion of the net pension liability	2.60%	3.20%	2.65%	3.76%	3.60%
University's proportionate share of the net pension liability	$ 384,432	$ 444,824	$ 276,313	$ 644,879	$ 526,739
University's covered-employee payroll	$ 1,397,536	$ 1,318,298	$ 1,216,914	$ 1,264,971	$ 1,247,098
University's proportionate share of the net pension liability as a percentage of its covered-employee payroll	27.51%	33.74%	22.71%	50.98%	42.24%
Plan fiduciary net position as a percentage of total pension liability	70.71%	71.05%	77.54%	62.48%	66.28%

Schedule of the University's Proportionate Share of the Net Pension Liability — Massachusetts State Employees' Retirement System, 2018–2014
Based on the measurement date, June 30

Liability	2018	2017	2016	2015	2014
University's proportion of the net pension liability	3.09%	3.28%	3.12%	3.59%	3.49%
University's proportionate share of the net pension liability	$ 409,319	$ 420,234	$ 429,871	$ 408,418	$ 237,134
University's covered-employee payroll	$ 1,242,525	$ 1,168,661	$ 1,156,082	$ 1,139,719	$ 1,061,132
University's proportionate share of the net pension liability as a percentage of its covered-employee payroll	32.94%	35.96%	37.18%	35.83%	22.35%
Plan fiduciary net position as a percentage of total pension liability	67.91%	67.21%	63.48%	67.87%	76.32%

Schedule of the University's Contributions — Massachusetts State Employees' Retirement System, 2024–2020
For the fiscal year ended June 30

Contributions	2024	2023	2022	2021	2020
Contractually required contribution	$ 38,735	$ 37,980	$ 45,010	$ 31,495	$ 40,617
Contributions in relation to the contractually required contribution	(38,735)	(37,980)	(45,010)	(31,495)	(40,617)
Contribution deficiency (excess)	$ -	$ -	$ -	$ -	$ -
University's covered-employee payroll	$ 1,479,627	$ 1,397,536	$ 1,318,298	$ 1,216,914	$ 1,264,971
Contributions as a percentage of covered-employee payroll	2.62%	2.72%	3.41%	2.59%	3.21%

Schedule of the University's Contributions — Massachusetts State Employees' Retirement System, 2019–2015
For the fiscal year ended June 30

Contributions	2019	2018	2017	2016	2015
Contractually required contribution	$ 35,843	$ 28,292	$ 25,618	$ 22,386	$ 22,386
Contributions in relation to the contractually required contribution	(35,843)	(28,292)	(25,618)	(22,386)	(22,386)
Contribution deficiency (excess)	$ -	$ -	$ -	$ -	$ -
University's covered-employee payroll	$ 1,247,098	$ 1,242,525	$ 1,168,661	$ 1,156,082	$ 1,139,719
Contributions as a percentage of covered-employee payroll	2.87%	2.28%	2.19%	1.94%	1.96%

Schedule of the University's Proportionate Share of the Net Other Postemployment Benefits (OPEB) Liability — State Retirees' Benefit Trust

Based on the measurement date, June 30

Liabilities	2023	2022	2021	2020	2019	2018 (restated)	2017
University's proportion of the net OPEB	2.88%	4.19%	3.03%	4.01%	5.43%	4.82%	4.67%
University's proportionate share of the net OPEB	$ 408,875	$ 559,807	$ 485,141	$ 829,808	$ 992,991	$ 895,669	$ 817,357
University's covered-employee payroll	$ 1,397,536	$ 1,318,298	$ 1,216,914	$ 1,264,971	$ 1,247,098	$ 1,242,525	$ 1,168,661
University's proportionate share of the net OPEB as a percentage of its covered-employee payroll	29.26%	42.46%	39.87%	65.60%	79.62%	72.08%	69.94%
Plan fiduciary net position as a percentage of total OPEB liability	13.00%	13.00%	10.70%	6.40%	6.96%	6.01%	4.80%

Schedule of the University's Contributions — State Retirees' Benefit Trust

For the fiscal year ended June 30

Contributions	2024	2023	2022	2021	2020	2019	2018
Contractually required contribution	$ 19,550	$ 18,861	$ 21,091	$ 16,538	$ 21,040	$ 26,137	$ 21,421
Contributions in relation to the contractually required contribution	(19,550)	(18,861)	(21,091)	(16,538)	(21,040)	(26,137)	(21,421)
Contribution deficiency (excess)	$ -	$ -	$ -	$ -	$ -	$ -	$ -
University's covered-employee payroll	$ 1,479,627	$ 1,397,536	$ 1,318,298	$ 1,216,914	$ 1,264,971	$ 1,247,098	$ 1,242,525
Contributions as a percentage of covered-employee payroll	1.32%	1.35%	1.60%	1.36%	1.66%	2.10%	1.72%

List Of Workroom Documents

Miscellaneous Documents
1. NECHE Acceptance Letter June 7, 2021
2. Memo from Provost soliciting nominees for Self-Study Process
3. Notes from Undergraduate and Graduate Student Council meetings re: NECHE Standards 1 and 5

Standard 1: Mission and Purpose
1. University of Massachusetts Charter, General Law - Part I, Title XII, Chapter 75, Section 1
2. University of Massachusetts Mission Statement, Position Statement, and Strategic Priorities
3. UMass Boston Strategic Planning, Mission and Vision Committee Update, March 23, 2022
4. Mission and Vision Statement Committee Final Report, April 6, 2022
5. Boston Public Schools, UMass Boston Partner to Establish First University-Assisted Community Hub School (1/22/24)

Standard 2: Planning and Evaluation
1. UMB Strategic Plan 2022-2032
2. Strategic Plan Update June 2024
3. Campus Master Plan Update 2023
4. Capital Budget Plan FY 2025-29
5. Budget Model Campus Updates
6. Sample Divisional Strategic Plans
7. Sample College Strategic Plans
8. Sample College Annual Reports
9. Healey Library Strategic Plan
10. AQUAD Reports to UMPO 2019-2024
11. AQUAD Calendar 7 Year Cycle
12. Sample Report to the Board of Trustees

Standard 3: Organization and Governance
Governing Board
1. Board of Trustees Statement on University Governance
2. Board of Trustees By-laws
3. Board of Trustees membership; qualifications; tenure; vacancies; powers and duties; indemnification:
    a. Current Membership link: https://www.umassp.edu/bot/members
4. 4. Board of Trustees Purpose; courses of instruction; standards; powers of trustees
    a. *Board of Trustees Past Meetings Agendas, Minutes and Votes link: https://www.umassp.edu/bot/meetings/past-meetings
Internal Governance
1. UMASS Amherst and Boston Academic Personnel Policy
2. UMB Implementation Guidelines
3. Faculty Council Constitution
4. *Faculty Council Website: https://www.umb.edu/faculty-staff/faculty-council/

5. Faculty Council Standing Committees
    a. *Current Faculty Council Membership: https://www.umb.edu/faculty-staff/faculty-council/faculty-council-membership/
    b. *Faculty Council Minutes: https://www.umb.edu/faculty-staff/faculty-council/minutes-and-reports/minutes/

Standard 4: The Academic Program
1. Catalogs with Academic Programs, Courses, Policies, and Procedures links only:
    a. 2024-2025 UG Catalog https://catalog.umb.edu/index.php
    b   2024-2025 GRAD Catalog https://catalog.umb.edu/index.php
2. AQUAD Calendar 7 Year Cycle
3. Sample Semesterly Minimum Faculty Responsibilities Memo from Provost
4. NECHE memo re: Intercampus Course Exchange (ICX) initiative
5. AQUAD Guidelines
6. Sample AQUAD Self-Studies
7. Honors College Review

Standard 5: Students and Co-Curricular Experiences
1. Bunker Hill Transfer Counselor Collaboration Agreement
2. Bunker Hill CC-UMass Boston Future Beacons Agreement
3. Student Code of Conduct
4. NACCC Survey Data Report
5. Student Affairs Voyage Plan Overview
6. Undergraduate Student Government Constitution
7. Sample Admissions and Enrollment Management Dashboards

Standard 6: Teaching, Learning, and Scholarship
1. 3 Year TT Faculty Hiring Process Memo from Provost
2. Copy of 3 Year Faculty Search Request Template
3. TT Faculty Hiring/Search Committee Process Overview
4. Policy on faculty workload & assignment
5. FSU Contract 2023-2024
6. NCURA Peer Review
7. Unconscious Bias Training
8. Vice Provost for Research Annual Report
9. Centers and Institutes Annual Report

Standard 7: Institutional Resources
1. Finance
    a. University of Massachusetts Discussion with those charged with governance Audit results and strategy for the year ended June 30, 2024. Meeting 12.17.24
    b. Board Of Trustees Committee on Administration and Finance Reports
    c. Budget Development Policies and Procedures
    d. Capital Budget Plan and Campus Presentation
    e. Investment and Endowment Spending Policy
    f. Plans for Debt Retirement
2. Human Resources

      a.   Key information and policies
3. Information Technology
    a. ITS Organizational Chart
    b. IT Security Policies
    c. Technology Strategic Plans
    d. IT Annual Reports
    e. Technology Committee Reports
    f. Written Information Security Program
    g. Technology Classroom Information
4. Library.
    a. 2022 Review of Library
    b. Annual Reports
    c. Collection Development Plan
    d. Data and Usage Statistics
    e. Library Budget, past 5 years
5. Physical Plan
    a. Report on Return on Physical Assets
    b. Space Survey Update 2024
    c. University Space Use Policy
    d. UMB Master AV List and Repairs
    e. Inspections List
    f. Insurance Policies List
    g. Rental Agreements
    h. Reports from Space Committee

Standard 8: Educational Effectiveness
1. Annual Trio Report
2. Holistic Student Success Framework
3. University Assessment Council Charge
4. University Assessment Framework
5. Academic Advising Alignment for Success Report
6. Academic and Career Engagement Dashboard Sample
7. Sample HelioCampus Student Success Dashboards

Standard 9: Integrity, Transparency, Public Disclosure
1. Academic Freedom policy
2. Academic Honesty policy
3. Privacy Rights
4. Non-Discrimination policy
5. Affirmative Action policy