



University of Massachusetts  
Boston  
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University Governance  
Faculty Council

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March 4th, 2024

### **Minutes for Monday, March 4, 2024 1:00-3:00**

**Members present:** Nurul Aman (CLA), Gonzalo Bacigalupe (CEHD), Lynne Benson (CLA), Todd Drogy (Honors), Kui Du (CM), Paul Dyson (CLA), Joel Fish (CSM), Priscilla Gazarian (CNHS), Mohsin Habib (CM), Sana Haroon (CLA), Shaman Hatley (CLA), Lisa Marie Heelan-Fancher (CNHS), Richard Hunter (CLA), Larry Kaye (CLA), Janna Kellinger (CEHD), Robert Kim (CM), Harry Konstantinidis (CLA), Nelson Lande (CLA), Lusa Lo (CEHD), Alex Mueller (CLA), Timothy Oleksiak (CLA), Amit Patel (MGS), Neil Reilly (CSM), Jason Rodriguez (CLA), Niya Sa (CSM), Jeffrey Stokes (CNHS), Amy Todd (CLA), Gretchen Umholtz (CLA), Tony Van DerMeer (CLA), Zong-Guo Xia (SFE), Wenfan Yan (CEHD), Kai Zou (CNHS)

**Members absent:** Eugene Gallagher (SFE), Edward Ginsberg (CSM), Tyler Hull (CM), Abdelkrim Mouhib (CLA)

**Representatives present:** Caroline Coscia (FSU), Chidimma Ozor Commer (GEO), Kaushar Barejiya (USG)

#### **I. Approval of the Agenda**

*Motion Approved*

#### **II. Motion to approve the 02/05/2024 minutes**

*Motion Approved*

#### **III. Motion from the General Education Committee and its Diversity Subcommittee (Neal Bruss, Associate Professor of English & the Chair of the General Education Committee)**

**Moved: That Political Science 439, Thinking Islamophobia and the War on Terror, be approved as satisfying the U.S. Diversity requirement.**

**WISER Course Description:** Islamophobia is a longstanding part of American history and culture that takes specific forms in our current moment. This course will traverse the history of Islamophobia in the United States, paying particular attention to its 21st century incarnations via a critical and genealogical accounting of the "War on Terror," which will be considered as an extension of US empire and settler conquest as well as a project of racialization that constructs Islam and Muslims as innately "terrorist."

The two diversity dimensions of this course are race and culture (religion, nationality/ethnicity immigrant status, and language). Sex/gender/sexuality is a third dimension of diversity. The proposal may be found on Curriculog.

*Motion Approved*

#### **IV. Motion from the Graduate Studies Committee (Andre Maharaj, Director of the Graduate Certificate Program in Applied Behavior Analysis for Special Populations & the Chair of the Graduate Studies Committee)**

**Motion #1** (All materials available for review on Curriculog) **From: CM**

**Request for program changes** to the Business Analytics MS: 1) to change the name of the track "Big Data Analytics" to "AI and Data Analytics" 2) to add three elective courses to both tracks (AI and Data Analytics and Supply Chain Analytics): MBAMGT 698 Practicum, MSIS 697 Special Topics, and MSIS 690 Master's Thesis. These courses already exist. 3) to remove "Students may also choose MSIS 690/699 Master's Thesis Option, MSIS 697 Special Topics, or MBAMGT 698 Practicum (students must have relevant internship)" from the Capstone section of the program description and to correct the Capstone Note in program requirements which currently reads "capstone: completion of a written paper".

**Rationale:** 1) The MSIS department has updated the courses in the Big Data Analytics track to cover current AI and machine learning technologies; therefore, the new name of AI and Data Analytics is more appropriate. 2) The three additional courses will add flexibility to the program. 3) This is to correct a mistake. MSIS 690 Master's Thesis Option (there is no MSIS 699), MSIS 697 Special Topics, and MBAMGT 698 Practicum have been proposed to be added as electives to the two tracks in the Business Analytics MS. They cannot replace the Capstone course, MSIS 630. The capstone is the capstone course, MSIS 630 - it was never proposed to be a written paper.

**Motion #2** (All materials available for review on Curriculog) **From: CLA**

**Request for course changes:** to change the title of ENGL 667 from Seminar for Tutors to Writing Center Pedagogy, Theory, and Research; change the description; and require department consent for enrollment.

**Old description:** This course teaches graduate students to tutor undergraduate students who are taking Freshman English 101 and 102 at UMass Boston. It features readings, writing, and discussion on the theoretical and practical issues one encounters in working as a composition tutor. Tutors learn to apply research about tutoring to the specific context of the undergraduate classroom, learning not only about tutoring goals and practices, but also about the UMass Boston Freshman English program's philosophy and the UMass Boston undergraduate experience. This knowledge provides a foundation for further teaching at UMass Boston. All elements of the course combine to provide an intellectual framework for articulation and synthesis of, as well as reflection on, what is learned in the work experience of the tutor.

**New description:** This course serves as an introduction to the work of writing centers and to writing center and composition pedagogies and theories. By reading and discussing writing center and writing studies scholarship, students will learn to engage in flexible practices to successfully work with writers from various backgrounds and identities. This course asks students to conduct writing center research, to compose written projects, and to make connections to teaching English courses. Students in this course may have the option of working directly with writers in the Writing Center.

**Rationale:** As one of the main avenues for training new writing center consultants, English 667 requires an updated title, description, and syllabus that more accurately reflect the work of the university-wide Writing Center and the field of writing center studies. The current course materials were originally written for the Writing Nook, which was an English Department based writing center. This revised course introduces students to the practice, methods, and theory of peer writing center consulting, providing a foundation for future teaching and giving students the tools to develop a number of skills that can serve them beyond their studies.

**Motion #3** (All materials available for review on Curriculog) **From: MGS**

**Request for a course change,** to change GGHS 714 from a 2-credit course to a 3-credit course, to match both current practice in teaching the course and recent changes made (and approved through governance) to the program requirements for the PhD program in Global Governance and Human Security.

**Rationale:** This course requires the same amount of in-class time and written work as a standard 3-credit graduate course. There are no changes to the content of the course or its role in the program, just to the number of credits students get for it. The requirements for the degree have already been revised to reflect this change by decreasing the number of total credits for GGHS 899 Dissertation Research from 10 to 8; GGHS 714 is taken twice for a total of 6 credits instead of 4; the total number of credits for the degree remain the same.

**Motion #4** (All materials available for review on Curriculog) **From: SGISD**

**Request for a program change to the Vision Studies MEd - Teacher of Students with Visual Impairment Track:** to replace one required course in the program, VISN 605 Clinical and Functional Assessment of Vision, with a new course (already approved through governance), VISN

615 Early Childhood and Visual Impairment, to meet new licensure requirements from DESE. The credits remain the same and all standards are incorporated and enhanced.

**Rationale:** One of the Department of Elementary and Secondary Education’s recommendations to the program in 2022 was to strengthen the content for early childhood because our teachers are licensed from birth to age 22. The current program has content on early childhood, but not to the extent needed. The new course focuses solely on early childhood and visual impairments to meet the recommendations from DESE. Most of the content in VISN 605 was covered sufficiently in other courses (VISN 613 & VISN 614). A small amount of additional content covered in VISN 605 is being strengthened in the Assessment and Instructional Strategies courses I and II (VISN 613 & VISN 614).

**Motion #5** (All materials available for review on Curriculog) **From: CEHD**

**Request for a program change**, to require COUNSL 661 Career Development Facilitation and Training instead of COUNSL 613 Vocational Development and Career Information as a requirement for the MEd in Counseling (school counseling) program.

**Rationale:** Both courses are career focused, but COUNSL 661 allows for students to obtain the Career Development Facilitator certification while also meeting the career development content requirements needed to prepare the students to become school counselors and meet the Massachusetts Department of Elementary and Secondary Education licensure requirements.

**Motion #6** (All materials available for review on Curriculog) **From: CLA (MGS)**

**Request for 8 new courses** proposed for the stand-alone, destination Master of Public Policy (MPP-2yr., currently in governance) curriculum.

**1) PUBPOL 610 Policy and Program Evaluation**

**Description:** How do you know if a program, policy, or practice is designed to remedy a social problem, and if it is in fact doing so? This course addresses this question through blending policy design, evaluation theory and research with “hands on” experience. It covers essential pieces of the policy and program design and evaluation process including tips for design of different types of programs, identifying values by which to determine goals, objectives, alternatives and outcome measures, working with community partners, ethics of research, articulating a theory of change through logic models, process evaluation, outcome/impact evaluation, measuring program success, and an introduction to cost-benefit analysis. Students will work collectively and individually, cultivating skills critical to the policy design and evaluation process including developing measures, learning principles of the design and analysis of different classes of programs, conducting interviews, observations and surveys, analyzing data, and presenting findings.

**Rationale:** Policies and the programs they generate are closely linked. This first-semester course is intended as an introduction to two essential skills of the MPP program: policy and program design and evaluation. These two fields are usually treated as distinct areas. The course emphasizes the importance of understanding policy design and program evaluation to develop effective, impactful,

and ethical solutions to complex social topics. This will be a core, required course for the MPP-2yr. program.

## **2) PUBPOL 620 Analytic Methods for Public Policy**

**Description:** This course is an introduction to data analytics, with a focus on data acquisition, management, and analysis in public-serving organizations. Successful public policy professionals should be able to deploy data analytics and data science tools and methods to make meaning from data, to identify, propose and evaluate relationships to build explanations about phenomena and organizations associated with the public interest. This course is designed to provide students the skills for assessing the need for data in public-serving organizations, for extracting knowledge and insight from data, and effectively communicating results for policy action and public engagement.

**Rationale:** Public-serving organizations are now expected to communicate data-rich messages with multiple stakeholders and engage in data-driven policy design, implementation, and evaluation using the most current analytic methods and tools. Policy professionals must now bring to their workplaces skills in data literacy, data management, data storytelling and visualization, and the means to achieve inference from data for policy insight. This will be a core, required course for the MPP-2yr. program. This course differs from PUBADM 620 Analytic Methods I for the Master of Public Administration program because it requires a higher level of analytic and methodological mastery.

This course differs from PPOL-G 604L Statistical Methods in the Analysis of Social Problems I for the Public Policy PhD program because its focus is on use of multiple methods for data analysis to address real-world problems and to communicate these results to experts and non-experts alike. It is not intended to support training for academic research: theory-building and hypothesis testing.

## **3) PUBPOL 651 Social Enterprise and Innovation**

**Description:** Social entrepreneurship and policy innovation is a new and fast-growing area of social policy and business scholarship and practice. The goal of social enterprise is to do well financially by creatively solving social issues. Innovation – in problem identification, stakeholder engagement, acquisition of funding, production, marketing, evaluation, and other areas – is essential to the success of social entrepreneurship. This course will introduce students to social enterprise and innovation through a mix of scholarly and practice reading, engagement with scholars and practitioners and teamwork. Working in a team and on a social issue they care about, students will learn system thinking skills, entrepreneurial mindset, skills, and tools to start up their own social venture or work in a social business.

**Rationale:** The course aims to prepare MPP students for diverse roles in addressing critical social challenges in both developed and developing economies. This will enable students to gain a broader perspective and become capable of establishing their own social businesses or making significant contributions to existing ones. Through a blend of academic articles, practical insights, and teamwork, students develop a robust foundation in entrepreneurial thinking. Students gain distinctive perspectives of the two-fold mission of social enterprise, that involves achieving financial success while addressing social issues. This course will be an elective and also is part of the concentration in Nonprofit Organization Policy and Management.

## **4) PUBPOL 671 Policy Simulation and Decision Modeling**

**Description:** This elective course in the Master of Public Policy program provides an introduction to analytic methods for decision-making to improve planning and operations of public service organizations with a particular focus on mission-driven community-based organizations. A deeper understanding of relevant methods will help organizations better measure the impact of their services, and design new ways to provide these services to optimize efficiency, effectiveness and equity. The course will emphasize iterative, inductive, mixed-methods and critical approaches to empirical problem-solving using two broad classes of analytic methods: simulation and optimization.

**Rationale:** This elective provides an introduction to analytic methods for decision-making to improve planning and operations activities of public service organizations. The course concentrates on two types of policy-analytic approaches: i) simulation, to solve the complex problems that have interdependencies and feedback loops and is not easily amenable to standard analytic solutions, and ii) optimization in which a problem can be decomposed into decision alternatives, attributes and decision variables, and a most-preferred alternative may be selected via mathematical methods to optimize one or multiple objectives. This course will develop essential skills and ways of thinking to solve today's complex challenges facing our societies. It will be part of the Data Analytics and Policy Simulation concentration.

#### **5) PUBPOL 673 Urban Analytics and Data Science**

**Description:** This course addresses assembling, managing, visualizing and analyzing data on and about urban phenomena: people, communities, services, infrastructure in built environments. Using material from geographic information systems and geospatial technologies; urban analytics; and information systems policy, it enables students to become data explorers, data analysts, data stewards and data planners, all with the goal of making our urban communities as nurturing and sustainable as possible for the widest diversity of the city's residents.

**Rationale:** Urban planning and policies require urban data collection and analysis to better serve communities. This course will provide essential training in analyzing urban phenomena that has a rich and wide variety of data waiting to be used for making cities sustainable and livable for all. This course is unique in the sense that it combines data science and analytics with a specific focus on urban informatics, that will equip UMB MPP students with technical capacity with a clear orientation towards public service. It will be part of the Data Analytics and Policy Simulation concentration.

#### **6) PUBPOL 687L Nonprofit Management**

**Description:** Nonprofit organizations aim to improve society while facing similar management challenges to any organization as they provide valued goods and services. This large and growing sector includes colleges and universities, hospitals and social service entities, human rights. This course provides an opportunity to explore essential management issues in a nonprofit context as well as topics that are somewhat unique to the nonprofit sector, or that have particularly distinct considerations for nonprofit managers—such as distinctive funding methods, governance and staffing structures. This is an overview course and as such it is designed to provide you with breadth, rather than depth, of knowledge about the nonprofit sector. The final project is designed to let students “go deep” into one topic of their choosing however.

**Rationale:** The MPP program development committee has agreed that offering Nonprofit Management as a cross-listed course, jointly with the Management and Urban Planning and

Community Development departments is the best way for use university resources to deliver a course of interest to students in multiple programs. The nonprofit sector is an essential component in the implementation of public policy, and nonprofit organizations play a crucial role in creating positive social change. Comprehending the dynamics and structures behind nonprofit management is vital for students to gain a deeper understanding of the fundamentals of this sector and its contribution to society. This course is a comprehensive introduction to the nonprofit sector for students from various backgrounds. Throughout the course, students delve into critical management issues particular to nonprofits and gain insights into current sector trends.

PUBPOL 687L, MGT 687L and UPCD 687L are the same course. They are intended to be offered in alternating years by the Management, Urban Planning and Community Development, and Public Policy and Public Affairs departments for their MBA, UPCD and MPP masters programs, respectively. Instructors in the various departments will adapt the course syllabus template to reflect their own teaching styles and areas of expertise. The current course syllabus makes reference to an "alternative assignment approach" that would enable students to pursue a capstone project within the course. This is an option for MGT 687L and UPCD 687L only. The MPP offering of this cross-listed course will be modified to suit the needs of our program's instructor and degree requirements, in particular that our program's capstone requirement is distinct from any other coursework.

#### **7) PUBPOL 698 Capstone**

**Description:** PUBPOL 698 Capstone is a 6-credit course designed to facilitate completion of the capstone project, the final requirement for the Master of Public Policy degree. Students will develop a research question, create a literature review, develop a research design and data collection instruments, collect relevant data, write a full report with findings, implications and conclusion/recommendations; and present their capstone study during the final presentations at the end of the semester. Depending on student interests and availability of topics and client organizations, students may pursue their capstone projects as solo or small-group endeavors.

**Rationale:** The MPP program provides training in many different analytic methods and application areas, with an emphasis on quantitative and mixed-method approaches to public and government policy design, implementation, and evaluation. It is essential that our program's graduates demonstrate skill in applying their learning to real-world problems and organizations. Capstone is intended to provide students with meaningful experience in problem identification, formulation, and solution, along with insights regarding potential for solution implementation and evaluation.

#### **8) PUBPOL 699 Internship**

**Description:** The internship provides an invaluable opportunity to gain substantive experience in the field of public policy, to apply material acquired in the classroom to professional work situations as well as to develop one's leadership capacities. These internships are intended to provide training for assessing needs for government and nonprofit interventions in the private and public sector, providing support for design of new programs or redesign of existing programs, and rigorous evaluation of existing interventions.

**Rationale:** Practical experience plays a crucial role in shaping a professional career in public policy. The internship course is designed to merge academic and professional development goals, serving as a vital opportunity for individuals to gain experience in public policy and translate theoretical

knowledge into practical skills and vice versa. Students will work with the instructor during the spring of their first year of classes to identify a suitable internship site for the summer after their first year.

**Motion #7** (All materials available for review in Curriculog) **From: CEHD**

**Request for a new track** intended for students who want to pursue their MEd Leading to Successive Licensure in Moderate Disabilities PreK-8 or 5-12 beginning in their undergraduate program. This new option will enable undergraduate students to obtain a bachelor's degree and the MEd leading to Successive Licensures in Moderate Disabilities (PreK-8 or Grades 5-12) in as little as five years.

**Rationale:** The addition of an AMP pathway into the program will help in increasing and diversifying enrollment, in addition to addressing special educator teacher shortage issues in our state in terms of both quantity and diversity of candidates entering the field. This program contains no new courses or modifications of existing courses. Undergraduate students will replace some electives with graduate coursework and then matriculate as graduate students to complete their master's degrees.

*Motions Approved*

## **V. Money Matters: An Open Conversation**

(For the full information from the agenda, please see *Attachment One* at the end of the included reports)

### **Discussion:**

The opening discussions led with the concern that it is hard to attract students when program costs are expensive and exist in an already expensive city. The floor was left open to address all aspects of thoughts, questions, and concerns on budgets, tuitions, and anything related to the fiscal side of university operations. This topic was introduced as an initiative to provoke thoughtfulness on the upcoming Board of Trustees schedule to set the financial platforms for the next Academic Year. It was mentioned that it is important to give our feedback now, before we head into the Summer and come back with no opportunity to do so.

*Question:* When it is said that the FY24 budget continues to look positive, what does positive mean?

*Answer:* Positive means that everything is going as planned. We don't need to re-adjust, we don't need to make cuts, etc. We've been very conservative and realistic about our numbers, and that has paid off. We've done a very good job, living within our means. We do have goals to expand our programs, but we will budget and plan for those first before making moves. The commonwealth has been a tremendous help with a lot of our expenses and projects. There are restrictions on how we spend that money, but it has overall been very helpful to our cause.



*Question:* In the report, why is UMB compared to smaller cities and other outside universities, why not Boston universities?

*Answer:* UMB is the sole public research university in Boston; UMass Lowell is the closest. They decreased their tuition by 6,000 in 2010. This semester, since 2012, is the first time our undergrad enrollment is higher than UML. They on the other hand have higher graduate students. Their costs are lower.

*Question:* How has the Fair Share Amendment affected the University's budget?

*Answer:* A lot of the money that has been distributed by the state has been put into financial aid towards costs for students going to college, not just tuition. This money is going directly to the students' pockets for expenses outside of tuition. On the other hand, the university does also contribute about 50-60 million in financial aid to students. This is out of the university's own budget. There has also been money coming in for clean energy and sustainability, but this money came with restrictions on how we can spend it.

*Question:* Is the state's goal to focus on financial aid rather than capping tuition?

*Answer:* This would require some research with the state's office. Unfortunately, we cannot answer this right now.

*Question:* How is the university's activity-based budget going to handle the trends (such as STEM, reduced humanities) that are coming and going to affect the money that each college receives?

*Answer:* No matter what budget model we have, the funds don't change, but the way we make decisions based off of these will be important. We're always going to have to make trade-offs. In the shift to the Beacon Budget Model, the hybrid-activities based model, it's going to help us balance things. It's going to be more transparent as well. We will continue to refine that model as we progress along.

*Question:* In the graphs, why is our Graduate Out of State tuition so high?

*Answer:* This all goes back to data reporting. We ran this report for tuition based on 12 credits per year, whereas other universities' data is reflective for 9 credits per year. We've been trying to get this adjusted.

*Motion Approved*

## **VI. Reports – Maximum of 10 minutes**

- Chancellor – Marcelo Suárez-Orozco
  - *Report Attached*
- Provost and Vice Chancellor for Academic Affairs – Joseph Berger
  - *Report Attached*
  - 4 Brief Updates

- Faculty Leadership Fellows Program to be announced. Faculty will get a mentor and be able to shadow them. This is opportunity for us to do some in-house development with our own faculty.
  - Curriculog Working Group: We're looking for volunteers to help. We're looking to see where it can be improved.
  - Reaccreditation is coming early next Academic Year. Updates will be provided at every meeting. This needs to be used as an opportunity to see where we can improve ourselves, with the help of outside experts.
  - We are continuing to move ahead with the adoption of Canvas in AY 2025-2026. This will replace BlackBoard. There will be a full launch of support, training, and information dispersed to all campus members. In the long run this will be a better platform at a lower rate. This hasn't been signed yet, but it is going to happen.
- Vice Chancellor for Administration & Finance – Kathleen Kirleis
  - *Report Attached*
- Faculty Representative to the Board of Trustees – Sana Haroon
  - *No Updates Provided*
- Representative from the Faculty Staff Union – Caroline Coscia
  - *Report Attached*
  - Elections coming up, information has been distributed.
- Representatives from the Graduate Employee Organization – Chidimma Ozor Commer
  - *Report Attached*
  - Interest Based Bargaining with a 3rd Party Facilitator between GEO and Administration has been agreed upon.
  - Two Funds for Grad Employees will be available:
    - Scholarly Support Fund (dues paying members) for members to present at academic/professional conferences.
    - Emergency Support Fund, small grants up to \$1,000 for active, dues paying, members. One time situation.
- Representative from the Graduate Student Government – Chirag Nemani
- Representative from the Undergraduate Student Government – Kaushar Barejiya
  - Proposal to change Wheatley Hall to Phillis Wheatley Peters hall—her chosen married name.
- **New Business**
- **Motion to Adjourn**

*Adjourned*

## **ENROLLMENT**

### **Financial Aid & the UMB Enrollment Deposit Deadline**

Students seeking federal, state, and institutional aid must file the Free Application for Federal Student Aid (FAFSA), and this year, the Department of Education plans to launch a simpler version. Unfortunately, the form was delayed nationally. When the form finally became available at the end of December 2023 for students and parents to complete (three months later than in prior years), it presented several issues. Further compounding the problem, a calculation mistake was made in determining a student's aid eligibility. The Department of Education has not been able to send college and university student-level information. We have most recently learned from the Dept. of Education that colleges can expect to receive students' FAFSA information in mid-March, and they are likely to be sent in batches (as opposed to all at once). Our campus, like most others, will then need time to test and validate the information before being able to make financial aid offers to students. Because financial aid is essential to so many of our students, Enrollment Management has decided to extend our original May 1<sup>st</sup> enrollment deposit deadline to June 1<sup>st</sup>, a step many campuses have taken nationwide. The additional weeks will provide students and families with the time they need to receive and process their financial aid award. The Admissions Office plans additional in-person and virtual financial aid programming throughout April and May to help support our students.

### **Undergraduate Admissions**

- February 15<sup>th</sup> was the Regular Decision application deadline for first-year students applying for the fall semester. Although the Admissions Office continues to accept applications on a rolling basis, most students apply by the February 15<sup>th</sup> deadline.
  - Undergraduate Admissions has received almost 21,000 first-year applications, and application volume is up by approximately 2.5% over last year.
  - Admissions has done a tremendous job of reviewing applications and getting decisions out to students at a record pace. The number of admitted students is up 14% over last year.
- The undergraduate transfer application deadline is June 15<sup>th</sup>. To date, transfer applications are up by 12% over last year.

### **Graduate Admissions**

- Summer and fall 2024 applications are broadly up across certificate, master's, and doctoral programs.
- Certificate applications are up 70%, master's applications are up 14%, and doctoral applications are up 1%.
  - Much of the master's application growth is in programs with enrollment capacities. Graduate Admissions will continue to monitor how applications correlate with projected enrollment.
- Graduate Admissions, Graduate Studies, and Academic Affairs worked with Graduate Program Directors to consolidate the application deadlines for graduate programs from over 50 to just 10. The abbreviated number of deadlines will help Graduate Admissions and other support offices effectively communicate with various applicants about deadlines and requirements.

## **STUDENT AFFAIRS**

### **Mental Health Resources**

Rob Pomales, Executive Director of University Health Services (UHS), recently presented to our senior leadership team (which includes all vice-chancellors and deans) and encouraged the group to continue to spread the word about the available resources to members of the UMass Boston community. I encourage the Faculty Council members to do the same. Student support is always available via 24/7 medical and counseling support by calling 617.287.5560 to speak with someone. The Dean of Students Office is a central resource for navigating academic, personal, and social challenges through support, advocacy, and accountability. Visit [umb.edu/deanofstudents](http://umb.edu/deanofstudents). In addition to individual counseling, the Counseling Centers offer groups for rising graduates, Asian and Asian American Students, STEM students, and International Students. Visit [umb.edu/health-services/counseling-center](http://umb.edu/health-services/counseling-center) and click on “Our Services” for more details. Students can join a free virtual mental health peer support community called “Togetherall” at [umb.edu/health-services/counseling-center](http://umb.edu/health-services/counseling-center). For more details on these resources or for non-emergency consultation about students you teach or employ that you may be concerned about, contact [dean.students@umb.edu](mailto:dean.students@umb.edu). Please find ***attached*** a summary of these important resources for our students and members of the UMB community.

### **Ramadan Resources**

Please visit [umb.edu/all-of-us/](http://umb.edu/all-of-us/) and click on “Resources for Ramadan 2024” to download an updated info sheet that offers resources for supporting Muslim students during Ramadan. It was developed several years ago through a partnership of the Division of Student Affairs and the Office of Diversity, Equity, and Inclusion, and it is based on the *What Community Should Feel Like* resource first published by the Islamic Center at New York University. This resource is meant to be an educational starting place on Ramadan. It is not a definitive guide or meant to represent all traditions and practices.

## **ADDITIONAL UPDATES**

### **Secretary Lauren Jones Visits UMass Boston**

UMass Boston recently welcomed the Honorable Lauren Jones, Secretary of Labor & Workforce Development for the Commonwealth of Massachusetts, to campus. Secretary Jones served as the inaugural distinguished speaker at the College of Management’s lecture series, and she presented on the importance of collaboration with stakeholders like UMass Boston to expand workforce development opportunities and attract new businesses to the Commonwealth.

### **Honoring Our Colleagues for their Years of Service**

We recently celebrated and honored 219 members of the UMass Boston family with ten or more milestone years of service to the university. The honorees included three faculty members, Neal Bruss (English), Jonathan Millman (Economics), and David Patterson (Performing Arts), each of whom has been at UMass Boston for 50 years. Congratulations to these three faculty members and all our colleagues for their dedication and service.

### **UMass Boston Programs Earn 2024 US News & World Report Rankings**

UMass Boston’s online bachelor’s degree and online graduate programs, including the MBA and master’s in education, are listed among the nation’s best in the *U.S. News and World Report 2024 Best Online Programs* rankings, released this month. Most notable among the rankings was UMass Boston’s

online bachelor's degree, which was ranked 50<sup>th</sup> in the nation. My sincere appreciation and gratitude to all our colleagues whose efforts have contributed to this well-deserved recognition.

### **City Council President Louijeune Visits UMass Boston**

Last week, I was pleased to host the Honorable Ruthzee Louijeune, the new president of the Boston City Council. She visited campus to speak to student members of three campus organizations – the Women's Center, the Black Student Club, and the Haitian Club – as part of a celebration marking both Black History Month (February) and Women's History Month (March). In our meeting, I shared with President Louijeune the University's priorities. I particularly emphasized our collaboration ([recently announced by Mayor Wu](#) in her State of the City address in January 2024) with Boston Public Schools and the City of Boston to create the first University-assisted community school, the BCLA-McCormack School, in Massachusetts and New England. I look forward to continuing to partner with President Louijeune and her colleagues on the City Council.

### **UMass Boston Hosts Leaders of Massachusetts House Delegation**

Also, last week, I was pleased to host three leaders of the Massachusetts legislative delegation, each a friend and ardent supporter of our University: Representative Michael Moran, House Majority Leader and proud UMass Boston alumnus; Representative Aaron Michlewitz, House Chairman of the Ways and Means Committee; and our State Representative, the Honorable Dan Hunt of Dorchester. The visit provided them an opportunity to see and walk through our new Quad in person and provided me the opportunity to thank them for the \$78 million allocation that UMass Boston received from the Commonwealth to upgrade our campus infrastructure. In our meeting, Provost Berger and I also briefed the three representatives on several new initiatives, including transformational philanthropic gifts in 2023 ([Paul English Applied AI Institute](#); the [New Balance Institute for Innovative Leadership in Sport](#); and the [Manning College's Clinical Leadership Collaborative for Diversity in Nursing program](#)), as well as the UMass Boston partnership with the City of Boston, BPS, and BCLA-McCormack.

## **Provost's Update to Faculty Council March 4, 2024**

I hope that everyone's semester is going well and that you all are gearing up for a well-deserved spring break. Below, I am pleased to share a few key updates for this month's report:

### **Faculty Leadership Fellows**

I am excited to announce the Faculty Leadership Fellows Program. Tenured faculty members looking for professional development opportunities to learn more about campus leadership and administrative responsibilities are invited to apply to the Leadership Fellows Program. Up to three leadership fellows will be selected for the Fall 2024 semester; each faculty fellow will be paired with an administrative mentor for the semester and will shadow the mentor and complete a project. Selected fellows will receive a stipend of \$2,000.

The fellows will have opportunities to learn about a range of topics including: (a) academic leadership skills; (b) data-informed assessment and planning; (c) ethical decision-making; (d) shared governance; (e) inclusive excellence; (f) effective responsiveness to constituents; (g) budgeting; (h) personnel management, and (i) conflict resolution. Each leadership fellow will receive some initial training at the beginning of the fellowship period through an initial series of 90-minute workshops by in-house experts in these topics.

The administrative mentor and faculty fellow will meet regularly during the fellowship period. At the first meeting, the mentor will discuss the project they wish the leadership fellow to pursue. Together the faculty fellow and mentor will develop a timeline and plan for when the project will be completed and delivered. As part of the fellowship, the faculty fellow will be expected to deliver a short presentation to colleagues on the experience and what they learned about the administrative position they explored.

Feedback from the first cohort of faculty leadership fellows will help us refine subsequent offerings of the program. Our hope is to continue it every semester.

More information will be distributed this week and applications will be due May 13, 2024.

### **Curriculog Working Group**

As you know, we have now been building out and refining Curriculog for the last three years. As a platform that has great potential to facilitate reviewing and approving curricular changes as well as making those changes more transparent, efficient, and effective. That said, we recognize that this potential has not been fully realized in this first stage of implementation. We have learned a great deal about what needs to be improved within the Curriculog system and it has provided some valuable insights regarding the best ways to move proposals and changes through multiple levels of governance. Therefore, now is the time to convene a new working group to assess the current functionality of Curriculog, the systematic refinements that are needed, the technical enhancements that can be made, and the governance processes that can be further aligned. I am asking Faculty Council for nominations to the Curriculog Implementation Working Group that will be comprised of faculty members and key administrative staff from relevant

offices in Academic Affairs. I would like to receive nominations by Friday, March 8 and we will convene the group as quickly as possible after Spring Break.

## **NECHE**

We officially launched our NECHE Self-Study Reaccreditation process in anticipation of the Spring 2025 comprehensive review and site visit. As you know, the reaccreditation process is broadly focused on 9 standards which we must both candidly assess our compliance and project our future efforts in these domains. I have asked Vice Provost, Mya Mangawang to oversee this important effort, she will work closely with each Standard Lead and their committees on each of the 9 Standards. The Standards and their designated leads are:

- Standard 1: Mission and Purposes: Michael Metzger and Garrett Smith
- Standard 2: Planning and Evaluation: Michael Kearns and Andrew Perumal
- Standard 3: Organization and Governance: Marie Bowen
- Standard 4: The Academic Program: Tracy Baynard and Amy Cook
- Standard 5: Students: Monique Cooper, John Drew, and Karen Ferrer-Muniz
- Standard 6: Teaching, Learning, and Scholarship: Ricardo Castano-Bernard and Tiffany Donaldson
- Standard 7: Institutional Resources: Kathleen Kirleis and Thomas Miller
- Standard 8: Educational Effectiveness: Joseph Berger, Rosanna DeMarco, and Mya Mangawang
- Standard 9: Integrity, Transparency, and Public Disclosure: Megan Sullivan

On February 29<sup>th</sup>, we convened our first Steering Committee meeting at which we established internal expectations and timelines for the work ahead. Over the course of the next several months we will be gathering essential data and other pertinent information while engaging key constituents as we prepare an initial draft to share broadly to the community.

## **LMS Canvas**

I, along with Chief Information Officer Ray Lefebvre, am pleased to announce that we are working diligently to move forward with implementing Canvas as our new Learning Management System (LMS). While we are still engaged in the due diligence of the procurement process, we intend to launch Canvas campus-wide in time for the 2025-26 academic year. In the meantime, we are beginning some pilots with specific courses, finalizing the contract with Canvas, and preparing professional development resources and training for the migration of all courses to Canvas by Fall 2025.

The Canvas LMS pilot project with 13 faculty members across 27 active courses is going extremely well. The Learning Design team has worked closely with our Canvas implementation partner and is actively engaged with all pilot participants providing support and assistance. Our faculty participants are very engaged and thus far the response has been positive. Some of our faculty are teaching hybrid face-to-face/on-line courses as well others teaching full on-line courses. During the pilot faculty are encouraged to experiment with the application to see the variety of ways information can be displayed and accessed (i.e., pages, modules) in support of their course delivery.

As we move through the semester, the project team will offer two faculty feedback sessions that conclude with a faculty and student survey. Information gathered from these experiences will

inform the team on how best to leverage the application in advance of its full deployment. The first feedback session (conducted February 16<sup>th</sup>) included graduate and undergraduate faculty. The feedback was very positive with constructive criticism provided that will enable the team to work through and identify viable solutions. Some examples included: faculty that were using google classroom have now converted to using Canvas and are reporting a better experience than with Blackboard; and faculty that were designing and using game-based courses in Blackboard are now successfully designing their courses in Canvas.

Throughout the pilot the Learning Design team is working to better understand all the functionality offered by the Canvas LMS platform including:

- Canvas Catalog -provides students with a simple, modern course catalog of all course offerings.
- Canvas Studio – the next generation of video education delivered as part of the Canvas LMS platform
- Canvas Credentials is a platform designed to provide a badging solution that will validate competencies, drive engagement, improve course completion and increase enrollment. The Learning & Design team is engaged in a discovery/proof of concept initiative for a Canvas Credentials platform. The team, led by the provost office, will work with stakeholders across campus to begin drafting processes, policies and procedures required for the implementation of the Canvas Credentials program. A pilot project is targeted for the Summer of 2024.

I sincerely appreciate the ongoing hard work of the team to ensure the success of the pilot project while also investigating new opportunities and functionality within the platform.



## Faculty Council Report

3/4/2024

Vice-Chancellor for Administration and Finance Kathleen Kirleis

1. As reported last month, the campus' FY25 budget planning process is underway. The budget is being planned using our strategic plan and the current incremental budget process, with parallel planning being done using the Beacon Budget model. Tuition and mandatory fees for FY25 will be going to the Board for approval at their April meeting. A 2.5% increase is recommended for FY25 in-state and out-of-state undergraduate and graduate tuition rates. The P3 Board already approved a 2% increase in housing costs for next year, and the recommended increase for residential meal plans next year is 3%. The rest of our campus submission is due on March 28<sup>th</sup> and the entire operating budget for the campus will be going to the Board of Trustees for approval at their June meeting.
2. As reported last month, the university's FY24 budget picture continues to be positive. Second quarter results will be reported to Board of Trustees' Administration and Finance Committee on April 3<sup>rd</sup>. They also will be shared at the Campus Update on March 21<sup>st</sup>.
3. Work on the Beacon Budget Model ("BBM") progresses. During this first parallel year, one of the development exercises has been to have the model applied to the university's actual results for FY22 and FY23 to see how they would have looked in the model. This exercise has been done with both dollars and percentages to see how each of the colleges. A schedule of each college's budget showing the major revenue and expense line items as a percent of the respective college's annual budget was reviewed and discussed at last week's Budget and Long Range Committee meeting.
4. The campus has received \$5.8M of the overall \$50M allocated from the Fair Share Act for capital improvements. DCAMM has put forth the requirements for eligible projects, which include those focused on decarbonization efforts, energy efficiency, more efficient use of space, security upgrades and tree plantings. It is anticipated that these funds will need to be expended by June 30, 2025. The campus' top priority for this program is the UMass Police Department project, which provides a consolidated location for leadership and officers in the Service & Supply Building, a visible and accessible location for police department and campus community adjacent to major stair corridor, facilitates police and campus community interaction with multi-purpose room, and last but not least, provides an "office" for Beacon. Dead trees on campus will also be replaced as part of this program.
5. The SDQD project continues to approach completion. The elevator and stairs to the Library will be opened this Friday on March 8<sup>th</sup>. Plantings and the walkway between Clark and Service & Supply will be completed this spring, with the project ribbon-cutting taking place as part of the Chancellor's inauguration day on April 5<sup>th</sup>.

6. There will be a Lunch and Learn about the university's Capital projects this Thursday, March 7<sup>th</sup> at 12 pm in the Alumni Lounge. It will also be available on Zoom for any campus community members who may not be on campus that day and will be on the website after the session.

**Faculty Staff Union Report**  
**March 4, 2024**

**FSU Elections, Spring 2024**

On Friday, March 1<sup>st</sup> the FSU Elections Committee announced via email the slate of candidates. A candidate forum is March 20<sup>th</sup> 3:00-4:00PM with voting beginning on March 25<sup>th</sup>. For details go to <https://www.fsu.umb.edu/content/announcing-2024-fsu-executive-committee-candidates>

**Third Party Vendor for Medical Leaves**

Human Resources Labor Relations informed union leadership of a change in the management of medical leaves specifically that a third-party vendor, FMLASource, has been contracted. The FSU joined with CSU, DCU and PSU in demanding impact bargaining. The demand was sent February 21<sup>st</sup>. Our first meeting with HR Labor Relations was February 29<sup>th</sup>. The unions raised many questions and concerns. A follow-up meeting is in three weeks. We will keep you updated.

**Computer Replacement Policy**

UMB has a new [computer replacement policy](#). Is the speed, memory or any other functionality of the university-provided computer insufficient for your needs? Please write to [FSU@umb.edu](mailto:FSU@umb.edu)

**Save the Date: FSU Annual Meeting, April 23<sup>rd</sup> 3 to 5PM**

Each year we are required to hold an annual member meeting where we present reports, adopt bylaws, and adopt an annual budget. Watch *Nuts & Bolts* for the meeting details.

## Re: Additional Written Reports for the Faculty Council Meeting on 03/04/2024

Chidimma Ozor Commer <Chidimma.Ozor@umb.edu>

Mon 3/4/2024 8:42 AM

To: Zong-Guo Xia <ZongGuo.Xia@umb.edu>

Cc: Kevin E Kehl <Kevin.Kehl@umb.edu>; Jonathan Vega Martinez <Jonathan.VegaMart001@umb.edu>

Hello all,

I hope you enjoyed your weekend. Please see the GEO report for today's Faculty Council meeting:

As we mentioned before we are in preparation mode for upcoming contract bargaining. That said, we are encouraged because we will be utilizing a third party facilitator who will enable us to incorporate the interest based bargaining principles during this process.

**Interest based bargaining (IBB)** is a collaborative approach to resolving labor and management disputes. Through the process, parties proactively identify durable solutions to outcomes at the bargaining table. Agreements are based on mutual and individual interests rather than positions. This approach emphasizes problem solving and enables mutual gain outcomes. With the third-party facilitator, there's someone to keep us all connected to our collective interests. I'm encouraged that we are embarking on and invested in IBB. As you all probably know, we have had significant issues with traditional bargaining and the University in the past - so when the University offered to engage in this alternative method, though skeptical, we took the chance.

Last week we had two well attended GEO All Member meetings to reintroduce ourselves, remind graduate employees what GEO does, and invite graduate employees to become GEO members. We are also thrilled that we will be starting some special interest caucuses as well to ensure that our members have additional and equitable spaces within GEO to discuss unique issues that impact them.

Finally, we want to let you all know that we have two funds for graduate employees. The first, the **Scholarly Support Fund (SSF)**, provides financial support to dues-paying GEO members who attend and/or present posters, papers (written work), or talks at academic and professional conferences. SSF is a first-come-first serve grant; funding is awarded to applicants in the order GEO receives applications. After the start of Covid-19, SSF extended its scope to also fund other expenses such as scholarly association membership fees, software, books, and more.

All graduate employees at UMB who are also dues-paying members of the Graduate Employee Organization (GEO), UAW local 1596, at the time of application, are eligible. In order to be eligible, you must be a dues-paying member before you apply.

More information about the SSF can be found on our website: <https://geoumb.org/scholarly-support-fund/>.

The second, the **Emergency Support Fund (ESF)**, provides small grants, up to \$1,000 normally \$500 (which are taxable income to the recipient), to active dues-paying union members for temporary one-time emergency situations including (but not limited to) those that arise as a result of theft, natural disaster, food or housing insecurity or financial insecurity and barriers to educational access caused by external policy changes.

The fund is not meant to cover ongoing costs such as university tuition and fees and living expenses. The GEO Emergency Support Fund requests are intended to be for one-time events and subsequent requests will only be considered in different circumstances from the first request. As such, subsequent requests may be subject to increased review and priority may be given to members who have not yet made use of these funds.

For more information on the ESF, check out: <https://www.umb.edu/admissions/graduate-students/graduate-students-assistantships/graduate-student-resources/geo-emergency-support-fund/>.

Please make sure any graduate employees in your departments, schools, or colleges are aware of these funding opportunities.

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**From:** Zong-Guo Xia <ZongGuo.Xia@umb.edu>

**Sent:** Monday, March 4, 2024 7:59 AM

**To:** Zong-Guo Xia <ZongGuo.Xia@umb.edu>

**Cc:** Kevin E Kehl <Kevin.Kehl@umb.edu>

**Subject:** RE: Additional Written Reports for the Faculty Council Meeting on 03/04/2024

**From:** Zong-Guo Xia

**Sent:** Monday, March 4, 2024 7:57 AM

**To:** Zong-Guo Xia <ZongGuo.Xia@umb.edu>

**Cc:** Kevin E Kehl <Kevin.Kehl@umb.edu>

**Subject:** Additional Written Reports for the Faculty Council Meeting on 03/04/2024

## **Graduate Student Government March Update**

### **Call for Candidacy - Graduate Student Government Elections**

The Graduate Student Government plays a crucial role in representing the interests and concerns of the graduate student body. By becoming a part of the GSG, graduates have the opportunity to make a meaningful impact on the academic and social aspects of our community. Whether they are passionate about improving academic resources, advocating for student rights, or enhancing the overall graduate student experience, running for a GSG position is an excellent way to contribute and create positive change.

### **GSG Highlights**

- Host events for graduate students
- Collaborate with administration
- Distribute conference and thesis grants
- Manage a budget of +100k
- Network with other schools
- Connect with peers
- Advocate for graduate students
- \$6000 stipend

### **Key Information:**

**Positions Available:** President, Vice President, and Treasurer

**Nomination Period:** February 28<sup>th</sup> – March 8<sup>th</sup> 11:45pm

**Election Date:** April 15-18 2024 via UMBEInvolved

**How to Nominate:** Graduate students can fill out the form on UMBEInvolved  
<https://umb.campuslabs.com/engage/submitter/form/start/618845>

If you know any graduate student interested in running for a position or would like more information about the nomination process, please contact [GSG@umb.edu](mailto:GSG@umb.edu) .

Thank you for your consideration, and we look forward to a vibrant and competitive election season.

# Attachment One

## V. Money Matters: An Open Conversation

UMass Boston was born in 1964 out of a crisis, when about 8,000 applications from the first wave of baby boomers, most of whom could not afford a private college education, and about 1,400 of those from metropolitan Boston, were rejected by UMass Amherst, the only public university in Massachusetts at that time. Our courageous, visionary and effective founders reached a decision within just a few months to establish UMass Boston for pursuing a noble mission and a highly inspirational vision: equal access to excellence in advanced learning, knowledge creation, technological innovations, well-paid career opportunities, and economic and social upward mobility. ***“The philosophy is to provide a quality institution which eventually, like UCLA, may grow to 20,000 or 25,000 students”*** (In the minutes of the meeting of the UMass Board of Trustees held on July 2, 1964). It was clearly stated by John F. Ryan on the occasion of his inauguration as the first chancellor of UMass Boston on December 10, 1966, that ***“In providing young people equality of opportunity, we have an obligation to see that the opportunities we offer them are indeed equal to the best that private schools have to offer. Otherwise equality of opportunity means only that young people of limited means have equal access to something less than the best, and we perpetuate a class system of education.”***

However, UMass Boston has never been adequately supported financially. In 1967, Clark Kerr, an American economist and one of the most prominent academic administrators (the first Chancellor of the University of California, Berkeley, and the twelfth President of the University of California system), proposed the concept of "Urban Grant Universities", analogous to the earlier government support of land-grant colleges and universities. In 1974, the Chancellor of UMass Boston and the leaders of five other urban universities met in Chicago to discuss the possibility of reactivating the notion of federal support of "Urban Grant Universities", which eventually evolved into Urban 13, Urban 21, the Coalition of Urban Serving Universities, and the Coalition of Urban and Metropolitan Universities. Unfortunately, the funding model of "Urban Grant Universities" has never materialized. In addition, the state support of public colleges and universities has steadily and radically decreased in Massachusetts and most other states over the last four decades.

Thus, confronting the tough financial challenges, pursuing new sources of revenue, properly balancing many of the competing needs, and achieving the highest efficiency or doing more with less in our efforts to insure equal access to excellence in higher education have been and will continue to be a central focus for us. It

will take the best collective wisdom, strong discipline, great team work, and exceptionally effective shared governance in order to accomplish our mission and to transform UMass Boston into a distinguished public urban research university.

Some of the critical issues, the historical facts, the relevant data, and the global, national, and regional contexts are provided below to facilitate an open and continuing conversation among all of us, councilors, faculty, administrators, staff, students, alumni, community partners, and others.

## 1. UMass Boston is no longer affordable for the kinds of students that it was established to serve.

Financially affordable and accessible was a vital and desirable condition in our distant past. *“As a state institution of higher learning, the University charges a modest rate of tuition (\$200 per year) to all students who are bona fide residents of Massachusetts”* (University of Massachusetts Boston Bulletin, 1965-1966, Publication date 1965).

The State appropriations to UMass Boston peaked at 74.72% of our “total current funds revenues” in FY 1987. Then, the state support gradually and continuously decreased and dropped below our revenues from Tuition & Fees (net of scholarship allowances) in FY 2009. It has been brought back to a level higher than the revenues from Net Tuition & Fees in FY 2023 and possibly for FY 2024 as well, largely as a result of Federal Stimulus Funds (received through Coronavirus Aid, Relief and Economic Security: CARES; Higher Education Emergency Relief Fund: HEERF I, & HEERF II) and State Stimulus Funds (received through supplemental appropriations). Like many of its peers, UMass Boston has been mostly a privately funded and publicly assisted urban research university.

The national rankings of our average tuition and required fees for our full-time students in AY 2022 among 93 public Doctoral Universities with High research activity are among the highest, as shown below:

Institution Name	In-state average tuition for full-time undergraduates (IC2022_AY)	In-state required fees for full-time undergraduates (IC2022_AY)	Total In-state Tuition & Required Fees for Full-Time Undergraduates (IC2022_AY)
William & Mary	17,434	6,536	23,970
Michigan Technological University	18,592	318	18,910
University of Vermont	16,280	2,610	18,890
Miami University-Oxford	13,678	2,988	16,666
Eastern Michigan University	14,500	1,910	16,410
University of Massachusetts-Lowell	15,462	720	16,182
Rutgers University-Camden	12,900	3,212	16,112
University of Rhode Island	13,586	2,294	15,880
Oakland University	15,723	0	15,723
Rutgers University-Newark	12,900	2,748	15,648
Southern Illinois University-Carbondale	9,638	5,778	15,416
<b>University of Massachusetts-Boston (Rank = 12)</b>	<b>14,542</b>	<b>590</b>	<b>15,132</b>

Institution Name	Out-of-state average tuition for full-time undergraduates (IC2022_AY)	Out-of-state required fees for full-time undergraduates (IC2022_AY)	Total Out of State Tuition & Required Fees for Full-Time Undergraduates (IC2022_AY)
William & Mary	40,089	7,107	47,196
University of Vermont	41,280	2,610	43,890
University of California-Merced	41,636	2,227	43,863
Michigan Technological University	40,929	318	41,247
Miami University-Oxford	34,171	2,988	37,159



<b>University of Massachusetts-Boston (Rank = 6)</b>	<b>35,515</b>	<b>590</b>	<b>36,105</b>
Institution Name	In-state average tuition full-time graduates (IC2022_AY)	In-state required fees for full-time graduates (IC2022_AY)	Total Instate Tuition & Required Fees for Full-Time Graduates (IC2022_AY)
Michigan Technological University	23,607	260	23,867
Rutgers University-Camden	18,696	2,552	21,248
Rutgers University-Newark	18,696	2,364	21,060
Oakland University	20,016	0	20,016
<b>University of Massachusetts-Boston (Rank = 5)</b>	<b>18,894</b>	<b>605</b>	<b>19,499</b>

Institution Name	Out-of-state average tuition full-time graduates (IC2022_AY)	Out-of-state required fees for full-time graduates (IC2022_AY)	Total Out-of-State Tuition & Required Fees for Full-Time Graduates (IC2022_AY)
<b>University of Massachusetts-Boston (Rank = 1)</b>	<b>36,879</b>	<b>605</b>	<b>37,484</b>
William & Mary	28,305	6,831	35,136
Miami University-Oxford	32,698	2,242	34,940
Rutgers University-Newark	31,800	2,364	34,164
Rutgers University-Camden	30,816	2,552	33,368

The Tuition and Mandatory Charges for UMass Boston and other UMass campuses have been increased again during each of the last two years (AY 2023 & AY 2024) to the following levels:

Tuition & Mandatory Fees	Amherst	Boston	Dartmouth	Lowell
Undergraduate (in-state)	\$17,357	\$15,535	\$15,208	\$16,570
Undergraduate (regional)	\$32,356	\$26,711	\$20,616	\$29,010
Undergraduate (out-of-state)	\$39,293	\$37,211	\$31,750	\$35,396
Graduate (in-state)	\$17,809	<b>\$19,971</b>	\$17,065	\$16,050
Graduate (regional)	\$32,543	\$34,496	\$21,560	\$24,458
Graduate (out-of-state)	\$37,860	<b>\$38,406</b>	\$30,253	\$28,426

The continuing increase of tuition in AY/FY 2025 has already been included in our latest financial forecast.

**FY25-29 Financial Forecast**  
**Board of Trustees: Committee of the Whole**  
**December 11, 2023**

<b>Revenue Assumptions</b>	<b>FY25-29</b>
Tuition Increase:	
In State	2.5% annually
Out of State UG	Campus Specific
Graduate	Campus Specific
CE	Campus Specific

Adopt Fall 2024 tuition & fees in April

**2. A much higher percentage of our undergraduate students now depend on grant aid and/or student loans.**

Institution	Percent of undergraduate students awarded federal state local institutional or other sources of grant aid (SFA2122)	Percent of undergraduate students awarded federal state local institutional or other sources of grant aid (SFA1112_RV)	Percent of undergraduate students awarded Pell grants (SFA2122)	Percent of undergraduate students awarded Pell grants (SFA1112_RV)	Percent of undergraduate students awarded federal student loans (SFA2122)	Percent of undergraduate students awarded federal student loans (SFA1112_RV)
UMass Boston	98% (Rank=5)	53% (Rank=67)	42% (Rank=25)	38% (Rank=51)	52% (Rank=13)	57% (Rank=42)

**3. The awards of scholarships and fellowships by UMass Boston have been relatively more modest than most other public Doctoral Universities with High research activity.**

	Rank of % of Total Expenses
Scholarships and fellowships expenses -- Current year total (F2122_F1A)	52 of 91 (7.44%)
Scholarships and fellowships expenses -- Current year total (F2021_F1A)	48 of 91 (6.72%)
Scholarships and fellowships expenses -- Current year total (F1920_F1A)	62 of 91 (4.72%)
Scholarships and fellowships expenses -- Current year total (F1819_F1A)	56 of 91 (4.17%)
Scholarships and fellowships expenses -- Current year total (F1718_F1A)	57 of 91 (3.99%)
Scholarships and fellowships expenses -- Current year total (F1617_F1A)	60 of 91 (3.80%)
Scholarships and fellowships expenses -- Current year total (F1516_F1A)	60 of 91 (3.84%)

**4. As many of our new doctoral programs grow and reach their steady state, we need to systematically and carefully look at our current support for graduate students and to strategize on how we could provide much better support. There are two key indicators for measuring and planning the financial support for our graduate students: the number of graduate stipends and the level of graduate stipends.**

The table below shows the numbers and types of graduate assistantships awarded by UMass Boston in the last ten years (data for AY 2023 is not yet available in the IPEDS [Integrated Postsecondary Education Data System]).

Academic Year	Total GAs (Graduate Assistants)	TAs (Teaching Assistants)	RAs (Research Assistants)	Other GAs	Total # of Graduate Students	# of Full-Time Graduate Students	# of Part-Time Graduate Students
2022	680	411	269	0	3,365	1,498	1,867
2021	699	425	274	0	3,368	1,311	2,057
2020	702	444	258	0	3,388	1,304	2,084
2019	698	444	244	10	3,394	1,297	2,097
2018	727	416	292	19	3,450	1,251	2,199
2017	736	415	297	24	3,755	1,352	2,403
2016	774	436	338	0	4,000	1,435	2,565
2015	794	549	245		4,081	1,405	2,676
2014	770	411	359		4,056	1,365	2,691
2013	705	346	359		3,911	1,240	2,671

As you can see, the total number of graduate stipends has decreased from 794 in AY 2015 to 680 in AY 2022 (a reduction of 114 graduate students – mostly by eliminating quarter stipends). On the other hand, the number of doctoral students has increased significantly during the same period.

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Doctoral Research & Scholarship	425	442	456	520	571	623	677	740	771	794	794	794	798
Doctoral Professional	0	0	35	40	43	39	39	36	35	40	53	44	29
Total # of Doctoral Students	425	442	491	560	614	662	716	776	806	834	847	838	827

Nevertheless, the national ranks for UMass Boston in terms of the percentage of all graduate students and the percentage of all full-time graduate students with graduate assistantships in AY 2013 - AY 2022 are actually still within the top one third of the Doctoral Universities with High research activity, as shown below:

National Rank for	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
% of All Graduate Students with Graduate Assistantships	33	30	30	33	35	30	29	23	22	24 of 91
% of All Full-Time Graduate Students with Graduate Assistantships	18	15	16	23	19	17	20	19	18	21 of 91

The other key indicator for measuring and planning the financial support for our graduate students is the level of graduate stipends. The current GEO Contract (July 1, 2021 through June 30, 2024) shows the following rates:

*Effective July 1, 2023, the minimum annual stipend of each member of the bargaining unit in the position of Teaching Assistant, Research Assistant, or Academic Assistant shall be as follows:*

- Full-time \$20,352*
- Three quarter \$15,264*
- Half \$10,176*

*Effective July 1, 2023, the minimum annual stipend of each member of the bargaining unit in the position of Teaching Fellow shall be as follows:*

- Full-time \$22,073*
- Half \$11,037*

The levels of graduate stipends vary widely across the country. The University of California appears to offer the most competitive graduate stipends, as shown below:

<https://www.ucop.edu/academic-personnel-programs/files/2022-23/april-2023-ase-gsr-postoc-salary-scales/t18.pdf>

**TABLE 18 STUDENT TITLES TEACHING ASSISTANT AND EQUIVALENT, OTHER SALARY SCALE**

<u>Job Description</u>	<u>4/1/2023 Hourly</u>	<u>10/1/2023 Hourly</u>	<u>Salary Plan, Grade</u>
Reader With Baccalaureate	\$19.28	\$20.28	T18H, Grade I

Reader Without Baccalaureate      \$18.40      \$19.40      T18H, Grade II

**GROUP 1 (Davis, Irvine, Merced, Riverside, San Diego, Santa Barbara, and Santa Cruz)**

<u>Job Description</u>	<u>4/1/2023 Annual</u>	<u>4/1/2023 1/9 Monthly</u>	<u>4/1/2023 Quarterly</u>	<u>Increment</u>	<u>10/1/2023 Annual</u>	<u>10/1/2023 1/9 Monthly</u>	<u>10/1/2023 Quarterly</u>	<u>Salary Plan, Grade</u>
Teaching Assistant	\$50,000	\$5,555.56	\$16,666.67	1	\$58,250	\$6,472.22	\$19,416.67	T18B, Grade 1
				2	\$59,998	\$6,666.44	\$19,999.33	T18B, Grade 1
				3	\$61,798	\$6,866.44	\$20,599.33	T18B, Grade 1
Teaching Fellow	\$59,346	\$6,594.00	\$19,782.00	1	\$69,139	\$7,682.11	\$23,046.33	T18B, Grade 2

**GROUP 2 (Berkeley, Los Angeles, and San Francisco)**

<u>Job Description</u>	<u>4/1/2023 Annual</u>	<u>4/1/2023 1/9 Monthly</u>	<u>4/1/2023 Quarterly</u>	<u>Increment</u>	<u>10/1/2023 Annual</u>	<u>10/1/2023 1/9 Monthly</u>	<u>10/1/2023 Quarterly</u>	<u>Salary Plan, Grade</u>
Teaching Assistant	\$50,000	\$5,555.56	\$16,666.67	1	\$62,531	\$6,947.89	\$20,843.67	T18C, Grade 1
				2	\$64,407	\$7,156.33	\$21,469.00	T18C, Grade 1
				3	\$66,339	\$7,371.00	\$22,113.00	T18C, Grade 1
Teaching Fellow	\$59,346	\$6,594.00	\$19,782.00	1	\$74,220	\$8,246.67	\$24,740.00	T18C, Grade 2

NOTES:

1) Salary Plan, Grade is for use in UCPath only.

2) For employees in any of the above-referenced titles who are exclusively represented, the application of the Salary Scale is subject to the requirements of the Higher Education Employer-

Employee Relations Act (HEERA). As such, for employees covered by a Memorandum of Understanding (MOU), the Salary Scale applies to the extent provided for in the MOU.

[https://www.ucop.edu/academic-personnel-programs/\\_files/2022-23/april-2023-ase-gsr-postoc-salary-scales/t22.pdf](https://www.ucop.edu/academic-personnel-programs/_files/2022-23/april-2023-ase-gsr-postoc-salary-scales/t22.pdf)

**TABLE 22    STUDENT TITLES: GRADUATE STUDENT RESEARCHER  
FISCAL YEAR SALARY SCALE**

<u>Job Description</u>	<u>Increment</u>	<u>4/1/2023 Annual</u>	<u>4/1/2023 Monthly</u>	<u>4/1/2023 Hourly</u>	<u>10/1/2023 Annual</u>	<u>10/1/2023 Monthly</u>	<u>10/1/2023 Hourly</u>	<u>Salary Plan, Grade</u>
Graduate Student Researcher	1	\$61,080	\$5,090.00	\$29.25	\$64,990	\$5,415.83	\$31.13	T022, Grade 1
	2	\$65,814	\$5,484.50	\$31.52	\$70,027	\$5,835.58	\$33.54	T022, Grade 1
	3	\$70,915	\$5,909.58	\$33.96	\$75,454	\$6,287.83	\$36.14	T022, Grade 1
	4	\$76,411	\$6,367.58	\$36.60	\$81,302	\$6,775.17	\$38.94	T022, Grade 1
	5	\$82,333	\$6,861.08	\$39.43	\$87,603	\$7,300.25	\$41.96	T022, Grade 1
	6	\$88,714	\$7,392.83	\$42.49	\$94,392	\$7,866.00	\$45.21	T022, Grade 1

NOTES:

Salary Plan, Grade is for use in UCPath only.

For employees in any of the above-referenced titles who are exclusively represented, the application of the Salary Scale is subject to the requirements of the Higher Education Employer-Employee Relations Act (HEERA). As such, for employees covered by a Memorandum of Understanding (MOU), the Salary Scale applies to the extent provided for in the MOU.

The report on the results of a fairly comprehensive survey on stipends for PhD candidates in English by Professor Eric Weiskott at Boston College (<https://profession.mla.org/english-phd-stipends-in-the-united-states-statistical-report/>) provides a much more detailed and complicated national landscape and offers some more practical benchmarks for most of the doctoral research universities.

The data tables on the financial support and education-related debt of research doctorate recipients collected by the Survey of Earned Doctorates of the National Science Foundation (<https://nces.nsf.gov/pubs/nsf24300/data-tables>) are also quite useful for identifying the changing trends, establishing some reasonable standards, and developing some meaningful and effective strategies for improving the learning and creative environments and living conditions of our graduate students and aspiring/emerging research scholars.

**5. The significant one-time federal and state stimulus aid funds have ended, which will most likely have important implications to our revenues, expenses, budget priorities, and long-term financial planning.**

**Board of Trustees Administration & Finance Committee  
June 9, 2021**

- Federal stimulus funds are critical and allow the University to avoid deficits**
- Absent federal stimulus the University has a structural gap**
- Long term financial planning is required**

The UMass system received \$260 million from CARES: Coronavirus Aid, Relief, and Economic Security Act (Higher Education Emergency Relief Fund: HEERF I), CRRSAA: Coronavirus Response and Relief Supplemental Appropriations Act (HEERF II), ARP: American Rescue Plan (HEERF III), and GEER: Governor's Emergency Education Relief Fund.

<b>TOTAL STIMULUS (by legislation)</b>			
	<b>Student</b>	<b>Institutional</b>	
<i>(\$ in Thousands)</i>	<b>Aid</b>	<b>Allocation</b>	<b>Total</b>
CARES & GEER	23,009	26,047	49,056
HEERF II	23,009	52,916	75,925
HEERF III	67,530	66,060	133,590
<b>Total</b>	<b>113,548</b>	<b>145,023</b>	<b>258,571</b>

**Student Aid:**

- \$113.5M across multiple rounds
- Emergency grants to students
- Prioritize “exceptional need”; includes but not restricted to students receiving Pell grants
- Not conditioned on continued enrollment
- Can satisfy outstanding balances with consent
- Not considered financial aid or taxable income

**Institutional Allocation:**

- \$145M across multiple rounds

- Recovers a portion of lost revenue due to the pandemic
- Bridge to a post-COVID environment including but not limited to:
  - One-time operating and/or infrastructure investments
  - Strategic investments that grow revenue (enrollment and retention; programmatic and research)

<b>TOTAL STUDENT AID</b>				
<i>(\$ in Thousands)</i>				
<b>Campus</b>	<b>FY20 Actual</b>	<b>FY21 Projection</b>	<b>FY22 Budget</b>	<b>Student Total</b>
Amherst	8,882	9,454	25,256	43,592
Boston	2,527	9,657	18,561	30,745
Dartmouth	460	5,065	9,995	15,520
Lowell	2,690	5,323	14,970	22,983
Medical School	122	586	-	708
<b>Total</b>	<b>14,681</b>	<b>30,085</b>	<b>68,782</b>	<b>113,548</b>

*\*Based on best estimates included in FY22 plan; actuals may vary*

<b>INSTITUTIONAL AID</b>				
<i>(\$ in Thousands)</i>				
<b>Campus</b>	<b>FY20 Actual</b>	<b>FY21 Projection</b>	<b>FY22 Budget</b>	<b>Institutional Total</b>
Amherst	8,882	20,318	24,940	54,140
Boston	1,734	20,537	18,330	40,601
Dartmouth	558	8,632	10,702	19,892
Lowell	2,726	11,165	15,667	29,558
Medical School	-	833	-	833
<b>Total</b>	<b>13,899</b>	<b>61,485</b>	<b>69,640</b>	<b>145,023</b>

*\*Based on best estimates included in FY22 plan; actuals may vary*

**6. The projected growth, the enhancement of our academic programs, and the overall vitality of our institution require continuous renewal of our faculty and academic programs.**

The headcount of our tenured and tenure-track faculty remains below Non-Tenure Track and part-time faculty. The number of full professors reached 143, the highest level in our history. The number of Associate Professors in Fall 2023 is down by 17 from the peak of 241 in Fall 2019. The number of Assistant Professors in Fall 2023 went up to 107 from the lowest point of 99 in Fall 2022, but remains significantly below the highest level of 172 in Fall 2016. On the other hand, the number of doctoral students has increased from 425 in Fall 2010 to the highest point of 847 (almost doubled) in Fall 2020 and has dropped to 827 in Fall 2022.

**UMass Boston Enrollment by Student Level from Fall 2008 to Fall 2023**

	Fall2008	Fall2009	Fall2010	Fall2011	Fall2012	Fall2013	Fall2014	Fall2015	Fall2016	Fall2017	Fall2018	Fall2019	Fall2020	Fall2021	Fall2022	Fall2023
UMB HC	UG2008	UG2009	UG2010	UG2011	UG2012	UG2013	UG2014	UG2015	UG2016	UG2017	UG2018	UG2019	UG2020	UG2021	UG2022	UG2023
UMB FTE	7,965	8,488	8,845	9,201	9,410	9,688	10,079	10,371	10,280	10,416	10,857	10,803	11,078	10,545	10,372	10,470
	GR2008	GR2009	GR2010	GR2011	GR2012	GR2013	GR2014	GR2015	GR2016	GR2017	GR2018	GR2019	GR2020	GR2021	GR2022	GR2023
UMB HC	3,639	3,871	3,886	3,875	3,750	3,911	4,056	4,081	4,000	3,755	3,450	3,394	3,388	3,368	3,365	3,437
UMB FTE	2,477	2,668	2,597	2,590	2,591	2,645	2,755	2,824	2,821	2,620	2,362	2,438	2,493	2,413	2,502.7	2,618.1
% of Total	25.78	25.96	25.15	24.62	23.62	24.03	24.21	23.96	23.74	22.88	21.34	21.23	20.84	21.54	21.59	21.93
Doctoral_RS*			425	442	456	520	571	623	677	740	771	794	794	794	798	
Doctoral_PR*			0	0	35	40	43	39	39	36	35	40	53	44	29	
Total08	Total09	Total10	Total11	Total12	Total13	Total14	Total15	Total16	Total17	Total18	Total19	Total20	Total21	Total22	Total23	
Total HC	14,117	14,912	15,454	15,741	15,874	16,277	16,756	17,030	16,847	16,415	16,164	15,989	16,259	15,637	15,586	15,671
Total FTE	10,442	11,156	11,442	11,791	12,001	12,333	12,834	13,195	13,101	13,036	13,219	13,241	13,571	12,959	12,874.70	13,088

\***Doctoral\_RS**: Doctoral - Research and Scholarship  
 \***Doctoral\_PR**: Doctoral - Professional

**UMass Boston Faculty by Rank and Tenure Status from 2014 to Fall 2023**

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023						
	HC	HC	HC	HC	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Professor	122	117	111	120	126	122	129	126	125	123	125	123	136	132	143	142
Associate Professor	199	220	229	237	238	237	241	234	233	230	233	230	229	224	225	222
Assistant Professor	170	168	172	159	148	147	127	126	119	119	119	119	99	99	107	107
Instructor	3	7	1				Duplicate of 2021 (Data Errors)									
Lecturer	725	759	725	623	602	354	526	351	529	359	529	359	530	359	536	353
Not Faculty				3	5											
Unknown					49	48	112	53	139	67	139	67	140	62	138	58
Grand Total	1,219	1,271	1,241	1,144	1,163	908	1,135	890	1,091	868	1,145	898	1,134	876	1,149	883
Tenured	302	317	324	338	349	349	349	349	353	353	345	345	344	344	360	
Tenure-Track/Non-Tenured	179	179	182	167	148	148	125	125	122	122	119	119	100	100	107	
Non-Tenure Track	169	208	210	201	224	223	312	253	209	209	235	235	230	230	242	
Part-Time	563	562	521	429	427	179	327	152	398	179	433	191	440	191	432	
Part-Time Tenured	5	5	4	10	13	7	19	9	8	4	13	8	20	10	8	
Part-Time Tenure-Track	1		2	1	2	1	3	2	1	1						
	1,219	1,271	1,243	1,146	1,163	907	1,135	890	1,091	868	1,145	898	1,134	876	1,149	

(Data Source: Faculty and Staff Dashboards, The Office of Institutional Research, Assessment, and Planning, UMass Boston)

Faculty in Fall 2023 = 860 (FTEs) + 12 (Restricted)

(Data Source: Board of Trustees, December 11, 2023, FY25-29 Financial Forecast)

657 Lecturers [Service End Date: 2023-12-16 = Date of the Last Paycheck in CY 2023] (Headcount of Unique Individuals: 335 Associate Lecturers, 136 Lecturers, 101 Senior Lecturers, 48 Senior Lecturers II, 37 Senior Lecturers III)

(Data Source: Statewide Payroll of the Office of the Comptroller, The Commonwealth of Massachusetts)

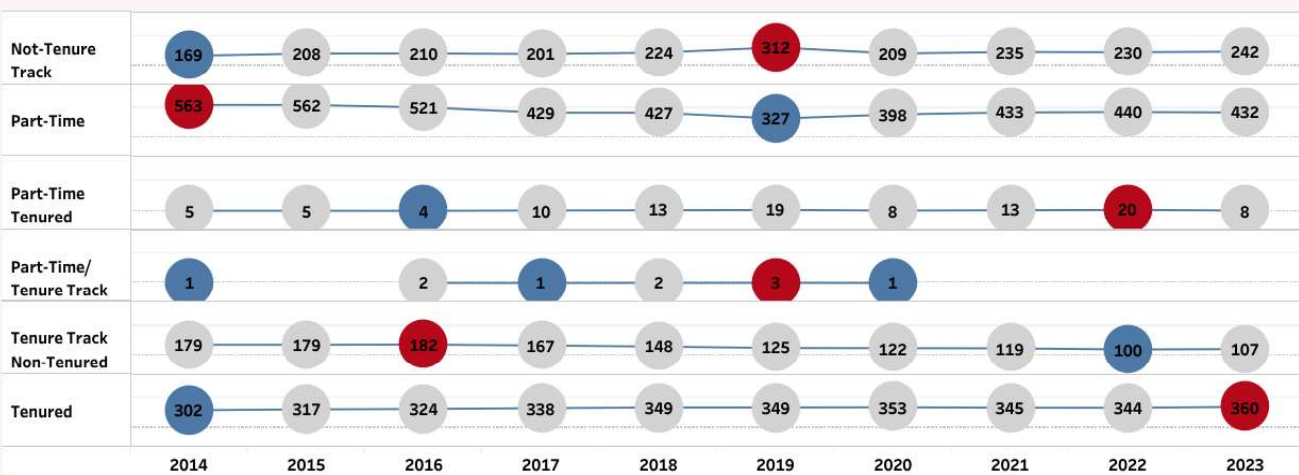

**Full Part Time**  
All

**Department Name**  
All

10 Years Faculty Headcount by Rank excluding Unknown Rank (Highest Headcounts are in Red Circle, Lowest are in Blue)

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Professor	122	117	111	120	126	129	125	125	136	143
Associate Professor	199	220	229	237	238	241	237	233	229	225
Assistant Professor	170	168	172	159	148	127	122	119	99	107
Instructor	3	7	1							
Lecturer	725	759	725	623	646	634	602	529	531	536
Not Faculty			3	5	4	3	3			

10 Years Faculty Headcount by Tensure (Highest Headcounts are in Red, Lowest are in Blue)



7. The faculty at UMass Boston has literally become the worst supported faculty in the UMass system in terms of staff/faculty ratio since AY/FY 2021.

### UMass Amherst

	September* FY20	August FY21	Variance
<b>Employee FTEs</b>			
<b>Restricted</b>			
Faculty	42	41	(1)
Staff	382	400	18
Total Restricted	424	441	17
<b>Unrestricted General University Ops</b>			
Faculty	1,620	1,640	20
Staff	2,762	2,808	46
<b>Staff/Faculty Ratio</b>		<b>1.7122</b>	
Total General University Ops	4,382	4,448	66

Faculty Paid by Restricted & General Funds

$$41+1640=1681$$

Staff Paid by Restricted & General Funds

$$400+2808=3208$$

**Staff/Faculty Ratio**

$$1.9084$$



Unrestricted Aux./Independent Business

Faculty	-	-	0
Staff	1,517	1,448	(69)
Total Aux./Independent Business	1,517	1,448	(69)
Total Faculty & Staff	6,323	6,337	14

\*September used due to budgeted staffing changes that occurred Jul-Sept of FY20

**UMass Boston**

		August					
Employee FTEs	FY20	FY20	FY21	FY21	Variance	FY22	FY23
<b>Restricted</b>		<b>6/1/2022</b>	<b>6/1/2022</b>				
Faculty	11	10	8	7	(3)	6	9
Staff	129	132	122	126	(7)	116	156
Total Restricted	140	142	131	133	(10)	122	165
<b>Unrestricted General University Ops</b>							
Faculty	821	864	808	843	(12)	861	853
Staff	950	941	903	869	(47)	898	847
<b>Staff/Faculty Ratio</b>			<b>1.1176</b>				
Total General University Ops	1,771	1,805	1,711	1,712	(60)	1,759	1,700

	FY20	FY20	FY21	FY21	Variance	FY22	FY23
<b>Faculty Paid by Restricted &amp; General Funds</b>							
	8+808=816	7+843=850				6+861=867	9+853=862
<b>Staff Paid by Restricted &amp; General Funds</b>							
	122+903=1025	126+869=995				116+898=1,014	156+847=1,003
<b>Staff/Faculty Ratio</b>	<b>1.2561</b>	<b>1.1706</b>				<b>1.1696</b>	<b>1.1636</b>

Unrestricted Aux./Independent Business

Faculty	-	-	-	-	-	-	-
Staff	27	27	29	2	19	29	28
Total Aux./Independent Business	27	27	29	2	19	29	28
Total Faculty & Staff	1,938	1,974	1,871	(67)	1,863	1,910	1,892

**UMass Dartmouth**

		August		
Employee FTEs	FY20	FY21	Variance	
<b>Restricted</b>				
Faculty	3	2	(1)	
Staff	32	33	2	
Total Restricted	35	35		
<b>Unrestricted General University Ops</b>				
Faculty	408	400	(7)	
Staff	574	533	(41)	
<b>Staff/Faculty Ratio</b>		<b>1.3325</b>		
Total General University Ops	981	933	(48)	

<b>Faculty Paid by Restricted &amp; General Funds</b>	2+400=402
<b>Staff Paid by Restricted &amp; General Funds</b>	33+533=566
<b>Staff/Faculty Ratio</b>	<b>1.4080</b>

Unrestricted Aux./Independent Business			
Faculty	-	-	-
Staff	93	78	(15)
Total Aux./Independent Business	93	78	(15)
Total Faculty & Staff	1,109	1,046	(63)

**UMass Lowell**

Employee FTEs	FY20	August FY21	Variance
Restricted			
Faculty	10	14	3
Staff	91	91	0
Total Restricted	101	105	4

**Unrestricted General University Ops**

Faculty	638	665	27
Staff	977	928	(50)

**Staff/Faculty Ratio**

Total General University Ops	1,616	1,593	(23)
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**Faculty Paid by Restricted & General Funds**

**14+665=679**

**Staff Paid by Restricted & General Funds**

**91+928=1019**

**Staff/Faculty Ratio**

**1.5007**

Unrestricted Aux./Independent Business

Faculty			
Staff	74	63	(11)
Total Aux./Independent Business	74	63	(11)
Total Faculty & Staff	1,791	1,761	(30)

Data Source: UMass Board of Trustees Administration & Finance Committee  
Senior Vice President's Report (April 7, 2021)

**FY23-27 Financial Forecast**

**Board of Trustees: Administration & Finance Committee**

**December 13, 2021**

			Actual	Forecast
<b>Page 78 UMass Amherst</b>	Staff - Faculty (All)	Staff-Faculty Ratio	2.7 in FY 2022	2.8 in FY 2023
	Staff - Faculty (E&G)	Staff-Faculty Ratio (E&G)	1.7 in FY 2022	1.8 in FY 2023
<b>Page 90 UMass Boston</b>	Staff - Faculty (All)	Staff-Faculty Ratio	1.2 in FY 2022	1.3 in FY 2023
	Staff - Faculty (E&G)	Staff-Faculty Ratio (E&G)	1.0 in FY 2022	1.1 in FY 2023
<b>Page 102 UMass Dartmouth</b>	Staff - Faculty (All)	Staff-Faculty Ratio	1.4 in FY 2022	1.5 in FY 2023
	Staff - Faculty (E&G)	Staff-Faculty Ratio (E&G)	1.2 in FY 2022	1.3 in FY 2023
<b>Page 114 UMass Lowell</b>	Staff - Faculty (All)	Staff-Faculty Ratio	1.3 in FY 2022	1.3 in FY 2023
	Staff - Faculty (E&G)	Staff-Faculty Ratio (E&G)	1.1 in FY 2022	1.2 in FY 2023

## UMass Amherst

	Actual					Budget	Actual	Forecast				
	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
<b>Student - Faculty</b>												
Student (FTE)	28,339	28,711	29,051	29,808	29,693	29,723	29,802	30,164	30,173	30,699	31,361	31,700
Faculty (FTE)	1,550	1,556	1,611	1,663	1,647	1,629	1,649	1,659	1,664	1,669	1,674	1,685
<b>Student-Faculty Ratio</b>	<b>18.3</b>	<b>18.4</b>	<b>18.0</b>	<b>17.9</b>	<b>18.0</b>	<b>18.2</b>	<b>18.1</b>	<b>18.2</b>	<b>18.1</b>	<b>18.4</b>	<b>18.7</b>	<b>18.8</b>
<b>Staff - Faculty (All)</b>												
Staff (FTE)	3,944	4,072	4,301	4,660	3,926	4,533	4,445	4,593	4,596	4,599	4,614	4,635
Faculty (FTE)	1,550	1,556	1,611	1,663	1,647	1,629	1,649	1,659	1,664	1,669	1,674	1,685
<b>Staff-Faculty Ratio</b>	<b>2.5</b>	<b>2.6</b>	<b>2.7</b>	<b>2.8</b>	<b>2.4</b>	<b>2.8</b>	<b>2.7</b>	<b>2.8</b>	<b>2.8</b>	<b>2.8</b>	<b>2.8</b>	<b>2.8</b>
<b>Staff - Faculty (E&amp;G)</b>												
Staff (FTE)	2,611	2,676	2,712	2,762	2,678	2,787	2,695	2,836	2,829	2,822	2,827	2,838
Faculty (FTE)	1,486	1,508	1,569	1,620	1,605	1,588	1,604	1,618	1,623	1,628	1,633	1,644
<b>Staff-Faculty Ratio (E&amp;G)</b>	<b>1.8</b>	<b>1.8</b>	<b>1.7</b>	<b>1.7</b>	<b>1.7</b>	<b>1.8</b>	<b>1.7</b>	<b>1.8</b>	<b>1.7</b>	<b>1.7</b>	<b>1.7</b>	<b>1.7</b>

## UMass Boston

	Actual				Budget	Actual	Forecast				
	FY2018	FY2019	FY2020	FY2021	FY2022	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
<b>Student - Faculty</b>											
Student (FTE)	13,036	13,213	13,241	13,571	13,486	12,943	13,308	13,434	13,518	13,598	13,647
Faculty (FTE)	875	885	874	850	840	867	836	836	836	836	836
<b>Student-Faculty Ratio</b>	<b>14.9</b>	<b>14.9</b>	<b>15.2</b>	<b>16.0</b>	<b>16.1</b>	<b>14.9</b>	<b>15.9</b>	<b>16.1</b>	<b>16.2</b>	<b>16.3</b>	<b>16.3</b>
<b>Staff - Faculty (All)</b>											
Staff (FTE)	1,192	1,106	1,100	1,013	1,060	1,043	1,048	1,048	1,026	1,026	1,026
Faculty (FTE)	875	885	874	850	840	867	836	836	836	836	836
<b>Staff-Faculty Ratio</b>	<b>1.4</b>	<b>1.2</b>	<b>1.3</b>	<b>1.2</b>	<b>1.3</b>	<b>1.2</b>	<b>1.3</b>	<b>1.3</b>	<b>1.2</b>	<b>1.2</b>	<b>1.2</b>
<b>Staff - Faculty (E&amp;G)</b>											
Staff (FTE)	983	931	941	869	892	898	883	883	861	861	861
Faculty (FTE)	862	873	864	843	828	861	830	830	830	830	830
<b>Staff-Faculty Ratio (E&amp;G)</b>	<b>1.1</b>	<b>1.1</b>	<b>1.1</b>	<b>1.0</b>	<b>1.1</b>	<b>1.0</b>	<b>1.1</b>	<b>1.1</b>	<b>1.0</b>	<b>1.0</b>	<b>1.0</b>

## UMass Dartmouth

	Actual				Budget	Actual	Forecast				
	FY2018	FY2019	FY2020	FY2021	FY2022	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
<b>Student - Faculty</b>											
Student (FTE)	7,286	7,330	6,971	6,709	6,353	6,459	6,408	6,465	6,631	6,894	7,070
Faculty (FTE)	470	471	462	443	408	439	432	432	432	436	444
<b>Student-Faculty Ratio</b>	<b>15.5</b>	<b>15.6</b>	<b>15.1</b>	<b>15.2</b>	<b>15.6</b>	<b>14.7</b>	<b>14.8</b>	<b>15.0</b>	<b>15.4</b>	<b>15.8</b>	<b>15.9</b>
<b>Staff - Faculty (All)</b>											
Staff (FTE)	733	733	699	639	695	622	656	656	656	662	678
Faculty (FTE)	470	471	462	443	408	439	432	432	432	436	444
<b>Staff-Faculty Ratio</b>	<b>1.6</b>	<b>1.6</b>	<b>1.5</b>	<b>1.4</b>	<b>1.7</b>	<b>1.4</b>	<b>1.5</b>	<b>1.5</b>	<b>1.5</b>	<b>1.5</b>	<b>1.5</b>
<b>Staff - Faculty (E&amp;G)</b>											
Staff (FTE)	597	595	577	530	585	513	545	545	545	549	558
Faculty (FTE)	464	466	457	437	405	434	429	429	429	433	441
<b>Staff-Faculty Ratio (E&amp;G)</b>	<b>1.3</b>	<b>1.3</b>	<b>1.3</b>	<b>1.2</b>	<b>1.4</b>	<b>1.2</b>	<b>1.3</b>	<b>1.3</b>	<b>1.3</b>	<b>1.3</b>	<b>1.3</b>

## UMass Lowell

	Actual				Budget	Actual	Forecast				
	FY2018	FY2019	FY2020	FY2021	FY2022	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
<b>Student - Faculty</b>											
Student (FTE)	14,423	14,601	14,790	14,855	14,795	14,795	14,483	14,704	14,928	15,102	15,279
Faculty (FTE)	832	845	853	783	817	810	833	833	834	835	836
<b>Student-Faculty Ratio</b>	<b>17.3</b>	<b>17.3</b>	<b>17.3</b>	<b>19.0</b>	<b>18.1</b>	<b>18.3</b>	<b>17.4</b>	<b>17.6</b>	<b>17.9</b>	<b>18.1</b>	<b>18.3</b>
<b>Staff - Faculty (All)</b>											
Staff (FTE)	1,093	1,131	1,146	999	1,143	1,054	1,117	1,121	1,126	1,131	1,136
Faculty (FTE)	832	845	853	783	817	810	833	833	834	835	836
<b>Staff-Faculty Ratio</b>	<b>1.3</b>	<b>1.3</b>	<b>1.3</b>	<b>1.3</b>	<b>1.4</b>	<b>1.3</b>	<b>1.3</b>	<b>1.3</b>	<b>1.3</b>	<b>1.4</b>	<b>1.4</b>
<b>Staff - Faculty (E&amp;G)</b>											
Staff (FTE)	979	974	988	841	975	887	942	942	942	942	942
Faculty (FTE)	825	837	839	767	801	793	815	815	815	815	815
<b>Staff-Faculty Ratio (E&amp;G)</b>	<b>1.2</b>	<b>1.2</b>	<b>1.2</b>	<b>1.1</b>	<b>1.2</b>	<b>1.1</b>	<b>1.2</b>	<b>1.2</b>	<b>1.2</b>	<b>1.2</b>	<b>1.2</b>

**Education and General (E&G):** The Education and General revenue budget consist of Public University Fund state allocation, tuition and student course fees, internal sales and miscellaneous revenue. The expense/transfer budget supports activities and services that are intrinsic to the university, including instruction, research, student services, libraries, administration, and maintenance of the campus facilities.

[https://www.eou.edu/budplan/files/2020/11/11.12.20-BP-Orientation\\_Major-Fund-Types.pdf](https://www.eou.edu/budplan/files/2020/11/11.12.20-BP-Orientation_Major-Fund-Types.pdf)

## 8. The competitive landscape for student recruitment, enrollment and retention has become much more challenging.

Massachusetts now has a new state scholarship program, MassReconnect, which covers community college costs for residents over 25 who have not previously earned an associate’s degree or certificate (<https://www.mass.edu/osfa/programs/massreconnect.asp>).

*“After nine years of undergraduate enrollment declines, first brought on by anticipated population and demographic changes in the state and then exacerbated by the coronavirus pandemic in 2020, the Massachusetts public higher education system is seeing its first enrollment increase this fall, with most of the growth attributed to the community colleges and, across segments, to first-time students.”*

*“Most of the system’s growth this fall comes from a substantial enrollment increase at the community colleges, who gained over 5,000 students, or +8.0%, in fall 2023. Among new community college students, categorized as either new first-time or new transfer students, the increase was even higher at +12.2%. Also notable is that every one of the 15 community colleges showed some degree of enrollment growth”* (<https://www.mass.edu/datacenter/2023enrollmentestimates.asp>).

How will the free community colleges in Massachusetts impact our recruitment and enrollment remains to be seen.

The recruitment of international students has also become more complicated as a result of changing political environments in the United States as well as international geopolitics and is certainly facing additional uncertainty. UMass Boston has been traditionally more local and regional than other institutions of its Carnegie category in terms of the geographic origins of its students. The leading sources of international students for UMass Boston have been China and India. Recruitment of students from these countries through external partners such as Shorelight has created some unusual challenges. While the overall graduate enrollment

decreased slightly, the enrollment for two of our large graduate programs was more than doubled from Fall 2021 to Fall 2022 as shown in the table below:

**Graduate Program Enrollment - Fall 2017 - Fall 2022**

	2017	2018	2019	2020	2021	2022
Computer Science M.S.	104	71	64	57	73	<b>168</b>
Business Analytics (M.S.)	8	36	61	70	84	<b>199</b>
<b>TOTAL DOCTORALS</b>	776	806	834	847	838	827
<b>TOTAL MASTERS</b>	2,266	2,076	2,049	2,025	2,073	2,194
<b>TOTAL CERTIFICATES**</b>	288	253	225	262	273	194
<b>CAGS</b>	42	36	21	23	25	23
<b>Non-Degree</b>	383	279	265	231	159	127
<b>Total</b>	3,755	3,450	3,394	3,388	3,368	3,365

Although enrollment growth is highly desirable and most welcome, this was not well-planned growth and required the Graduate Program Director for one of these programs to review about 2,500 graduate applications within a very tight timeframe. These graduate programs and departments obviously also had to make significant adjustments in order to accommodate such radical and unexpected increases.

**9. UMass Boston is among the most diverse academic institutions in the country. However, the makeup of our student population does not mirror the population of our city and region.**

Undergraduate	Fall 2023	Fall 2022	Fall 2021	Fall 2017	Fall 2015	Fall 2012	Fall 2010	Fall 2007	Fall 2006	Fall 2005	Fall 2003
American Indian/Alaska Native		0.0	0.1	0.2	0.2	0.3	0.4	0.5	0.6	0.6	0.10
Asian	15.82	17.66	17	15.9	15.1	13.4	14.1	15.1	14.3	14	14.00
Black/African American*	17.47	19.82	19.7	20.3	19.5	18.1	18.4	17	16.9	16.6	16.00
Hispanic/Latino	19.26	21.45	20.8	18.9	16.6	13.2	10.5	9.4	9	8.2	7.00
Native Hawaiian/Pacific Island						0.1	0				
Cape Verdean								1.5	1.6	1.4	1.00
Two or more races	3.98	4.24	4.2	3.7	3.3	2.9	0.7				
International (Non-Resident Alien)	6.90	6.42									
White	30.21	36.7	38.1	41	45.3	52.00	55.9	56.4	57.6	59.1	60.00
Race and Ethnicity Unknown	6.22	6.08									

	City of Boston	12 Cities/Towns (Connected by the T)
<b>Total:</b>	<b>675,647</b>	<b>1,425,513</b>
<b>Hispanic or Latino</b>	<b>126,113 (18.67%)</b>	<b>223,847 (15.70%)</b>
<b>Not Hispanic or Latino:</b>	<b>549,534</b>	
<b>Population of one race:</b>	<b>516,813</b>	
<b>White alone</b>	<b>301,464 (44.62%)</b>	<b>728,774 (51.12%)</b>
<b>Black or African American alone</b>	<b>129,264 (19.13%)</b>	<b>180,158 (12.64%)</b>
<b>American Indian and Alaska Native alone</b>	<b>989 (0.1464%)</b>	<b>1,755 (0.1231%)</b>
<b>Asian alone</b>	<b>75,588 (11.19%)</b>	<b>201,944 (14.17%)</b>
<b>Native Hawaiian and Other Pacific Islander alone</b>	<b>251 (0.0372%)</b>	<b>438 (0.0307%)</b>
<b>Some Other Race alone</b>	<b>9,257 (1.791%)</b>	<b>19,595 (1.3746%)</b>
<b>Population of two or more races:</b>	<b>32,721 (4.84%)</b>	<b>69,002 (4.8405%)</b>

**12 Cities/Towns (connected by the T):** Boston, Braintree, Brookline, Cambridge, Chelsea, Malden, Medford, Milton, Newton, Quincy, Revere, Somerville

Community	Population 2000	Population 2010	% change	White	% in 2010	Black	%	Asian	%	Hispanic	%
<b>Boston</b>	589,141	617,594	+4.83%	333,033	53.92%	150,437	24.36%	55,235	8.94%	107,917	17.47%

Community	Population 2010	Population 2020	% change	White	% in 2020	Black	%	Asian	%	Hispanic	%
<b>Boston</b>	617,594	675,647	+9.40%	318,101	47.08%	138,870	20.55%	76,021	11.25%	126,113	18.67%

Community	Population 2010	Population 2020	% change	White	% in 2020	Black	%	Asian	%	Hispanic	%
<b>Massachusetts</b>	6,547,629	7,029,917	+7.37%	4,896,037	69.65%	494,029	7.03%	507,934	7.23%	887,685	12.63%

The questions are:

- (1) is this by intentional design or proactive and purposeful choice to become a minority-serving institution?
- (2) what are the implications for student recruitment and enrollment growth as we move forward?

**10. UMass Boston spends a much higher percentage of our annual budget on instructional activities and institutional support.**

Below are the national rankings of UMass Boston for undergraduate, graduate and total enrollment, the total operating revenues, the expenses for all the functional categories in AY/FY 2022 (the latest year with data available in IPEDS), and for Instruction and Institutional Support in recent years (FY 2016 – FY 2022).

**Carnegie 2021 Public Doctoral Universities with High Research Activity (91 out of 93 with data)**

University of Massachusetts-Boston		Rank
<b>Total enrollment (DRVEF2022)</b>	<b>15,586</b>	<b>39 of 91</b>
<b>Undergraduate enrollment (DRVEF2022)</b>	<b>12,221</b>	<b>37 of 91</b>
<b>Graduate enrollment (DRVEF2022)</b>	<b>3,365</b>	<b>33 of 91</b>
<b>Total operating revenues (F2122_F1A)</b>	<b>\$249,199,000</b>	<b>38 of 91</b>
<b>Total nonoperating revenues (F2122_F1A)</b>	<b>\$220,090,000</b>	<b>35 of 91</b>
<b>Total operating and nonoperating revenues (F2122_F1A)</b>	<b>\$469,289,000</b>	<b>43 of 91</b>
<b>Total other revenues and additions (F2122_F1A)</b>	<b>\$9,208,000</b>	<b>35 of 91</b>
<b>Total all revenues and other additions (F2122_F1A)</b>	<b>\$478,497,000</b>	<b>43 of 91</b>
<b>Total expenses and deductions (F2122_F1A)</b>	<b>\$ 482,613,000</b>	<b>41 of 91</b>
		<b>% Rank</b>
<b>Instruction - Current year total (F2122_F1A)</b>		<b>8 of 91</b>
<b>Research - Current year total (F2122_F1A)</b>		<b>31 of 91</b>

Public service - Current year total (F2122_F1A)	48 of 91
Academic support - Current year total (F2122_F1A)	53 of 91
Student services - Current year total (F2122_F1A)	27 of 91
Institutional support - Current year total (F2122_F1A)	10 of 91
Scholarships and fellowships expenses -- Current year total (F2122_F1A)	52 of 91
Auxiliary enterprises -- Current year total (F2122_F1A)	83 of 91
Hospital services - Current year total (F2122_F1A)	N/A
Independent operations - Current year total (F2122_F1A)	86 of 91
Other expenses & deductions - Current year total (F2122_F1A)	61 of 91
Total expenses and deductions - Current year total (F2122_F1A)	41 of 91

**% Rank**

Instruction - Current year total (F2122_F1A)	8 of 91
Instruction - Current year total (F2021_F1A)	5 of 91
Instruction - Current year total (F1920_F1A)	6 of 91
Instruction - Current year total (F1819_F1A)	5 of 91
Instruction - Current year total (F1718_F1A)	10 of 91
Instruction - Current year total (F1617_F1A)	12 of 91
Instruction - Current year total (F1516_F1A)	14 of 91

Institutional support - Current year total (F2122_F1A)	10 of 91
Institutional support - Current year total (F2021_F1A)	20 of 91
Institutional support - Current year total (F1920_F1A)	9 of 91
Institutional support - Current year total (F1819_F1A)	9 of 91
Institutional support - Current year total (F1718_F1A)	6 of 91
Institutional support - Current year total (F1617_F1A)	5 of 91
Institutional support - Current year total (F1516_F1A)	8 of 91

**NACUBO (National Association of College and University Business Officers) Function Code Definitions**

**Instruction:** Expenses for instructional programs, including credit and non-credit courses; academic, vocational, and technical instruction; remedial and tutorial instruction; and regular, special, and extension sessions. Expenses for departmental research and public service that are not separately budgeted are included in this classification. Examples: Academic Department E&G Salary and M&O Budgets

**Institutional Support:** Management and long-range planning for the entire university. Includes executive management, planning and programming operations, legal services, fiscal operations, administrative information technology (when information technology resources are not separately accounted for, the costs associated with the three primary missions is classified as academic support and the remainder is institutional support), space management, employee personnel and records, logistical activities that provide procurement, storerooms, printing, activities concerned with community and alumni relations, including development and fund raising and other activities that provide university-wide support. Examples: President's Office, HR, Financial Affairs, Budget Office, Purchasing, Payroll, Legal Affairs, Auditing, Equal Opportunity Services, Government Relations, etc.

Higher expenses for our instructional programs are expected because of the kinds of students that we serve, who have been historically under-served, often lack adequate financial resources and family support systems, and most are working half or full time while pursuing their college education.

In addition, the Student-to-Faculty Ratio of UMass Boston is also relatively lower than its peers.

### National Rank

#### UMass Boston Student-to-faculty (S2F) ratio (2022) [Arizona State University=25/1] 50-63 of 91

Institution Name	S2F ratio (F2022)	S2F ratio (F2021)	S2F ratio (F2020)	S2F ratio (F2019)	S2F ratio (F2018)	S2F ratio (F2017)	S2F ratio (F2016)	S2F ratio (F2015)	S2F ratio (F2014)	S2F ratio (F2013)	S2F ratio (F2012)	S2F ratio (F2011)	S2F ratio (F2010)	S2F ratio (F2009)	S2F ratio (F2008)
UMB	16	15	17	16	16	16	16	16	16	15	15	16	16	18	18

Another important factor is the relatively high number of course load reductions. The policies, standards and procedures or historical practice for course load reduction have been incrementally accumulated over many decades. The primary reasons for course load reductions include (1) heavy administrative responsibilities such as serving as the Department Chairs, Program or Center Directors, (2) extraordinary graduate and undergraduate advising responsibilities, (3) unusual burden of externally sponsored research programs/projects and exceptionally intensive and productive research efforts, (4) course buyouts for sponsored research, (5) course reductions as part of the faculty recruitment and startup package negotiated at the time of hiring, (6) significant professional services such as serving as editors of prestigious peer reviewed journals, and (7) other special considerations (health, family, ...). Such policies, standards and procedures are not clearly documented and widely communicated. The implementation of these policies, standards and procedures have been inconsistent across the campus. There is also a lack of adequate accountability in some cases.

In addition, the extremely low enrollment of some graduate programs makes it very challenging or impossible to offer custom-designed courses for their graduate students and often leads to under-enrolled graduate or cross-listed course sections.

Part of the unusually high percentage of our expenses in “Institutional Support” is the relatively high number of senior administrators at UMass Boston. We are about to launch our search for the tenth vice chancellor for a relatively small institution.

- Chancellor
- Deputy Chancellor
- Vice Chancellor for Student Affairs
- Vice Chancellor for Enrollment Management
- Vice Chancellor for Administration & Finance
- Provost and Vice Chancellor for Academic Affairs
- Vice Chancellor for Human Resources
- Vice Chancellor for Information Technology & CIO
- Vice Chancellor & Director for Athletics & Recreation
- Vice Chancellor for Marketing & Engagement
- Vice Chancellor for University Advancement
- Vice Chancellor for Diversity, Equity and Inclusion

UMass Amherst is a R1 institution (Doctoral University with Very High research activity), has a student population of 32,229 (24,311 undergraduate) in Fall 2022, and an operating budget of over \$1.7 billion in FY 2024. Their Chancellor’s cabinet only has ten members (<https://www.umass.edu/chancellor/campus-leaders>). The Chancellor's Executive Cabinet of UMass Lowell (with a student population of 17,335 [12,391



undergraduate] in Fall 2022 and an operating budget of \$578 million in FY 2024) only has six members and five Vice Chancellors (<https://www.uml.edu/about/leadership/>).

Below is a copy of the last slide of a presentation given to the Chancellor's Budgeting Committee on July 12, 2016. It was a response to the proposed ideas for budget cuts at that particular time.

## **PRESENTATION TO THE CHANCELLOR'S BUDGETING COMMITTEE**

**Zong-Guo Xia**

**Vice Provost for Research & Strategic Initiatives and Dean of Graduate Studies**

**July 12, 2016**

**ISC Conference Room 1400**

**I have been a senior administrators at three different academic institutions (a cabinet member at CUNY). UMass Boston is by far the most top heavy, most complex and least efficient institution that I have personally observed and experienced.**

**Yes, every institution needs a President/Chancellor, a Provost, a Vice President/Chancellor for Administration & Finance, ...**

**However, I hope that you would be as shocked as I was to find out that we had around 100 "executive" staff in Spring 2016 (>\$15 million for salaries and ~\$5 million for fringe benefits: another important factor towards our structural deficit), with**

**37 of them with the word "Dean" in their job titles,**

**25 with the word "Chancellor" in their job titles, and**

**18 with the word "Provost" in their job titles.**

**I am aware that some of these people were to a certain degree forced into these titles because of our peculiar HR policies, standards and procedures.**

**Similarly, there are perfect reasons for engaging consultants, such as providing expertise not available on campus and responding to emergencies and short-term critical and urgent needs.**

**\$3,188,992 [Office of Budget and Financial Planning: "10 Reduce use of external consultants (50%) 1,594,496"]**

These numbers have actually got much higher in the last a few years:

**37 (52 in 2022) of them with the word "Dean" in their job titles,**

**25 (46-3 in 2022) with the word "Chancellor" in their job titles, and**

**18 (16+4 in 2022: 4 changed titles because of Vice Provost for IT Upgrade to Vice Chancellor for IT) with the word "Provost" in their job titles.**

**FY25-29 Financial Forecast**

**Board of Trustees: Committee of the Whole**

December 11, 2023

shows that the number of our faculty in AY/FY2024 (860) is still 4 below the level in FY 2020 (864), but the number of Executive/Admin/Managerial staff has actually increased from 83 in FY 2020 to 91 in FY 2024, a net gain of 8 FTEs.

## Boston: Staffing

Employee FTEs	Actual					Budget	Actual
	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024	
<b>Restricted</b>							
Faculty	12	10	7	6	7	10	12
Staff	135	132	126	116	163	171	170
<b>Total Restricted</b>	<b>147</b>	<b>142</b>	<b>133</b>	<b>123</b>	<b>170</b>	<b>180</b>	<b>182</b>
<i># Change</i>	<i>(19)</i>	<i>(5)</i>	<i>(9)</i>	<i>(10)</i>	<i>47</i>	<i>15</i>	<i>12</i>
<i>% Change</i>	<i>-11.3%</i>	<i>-3.4%</i>	<i>-6.5%</i>	<i>-7.8%</i>	<i>38.7%</i>	<i>9.3%</i>	<i>7.0%</i>
<b>Unrestricted General University Ops</b>							
Faculty	873	864	843	861	851	850	860
Staff	931	941	869	898	868	895	927
<i>Executive/Admin/Managerial</i>	89	83	85	85	86		91

