Agenda

I. **Approval of the Agenda**

II. **Motion to Approve the 03/04/2024 Meeting Minutes**

III. **Motions from the Executive Committee of the Faculty Council**

The Constitution of the Faculty Council
Approved by the Board of Trustees September 30, 2021; Amended November 9, 2020.

3. Authority

A. The Faculty Council derives its authority from the actions of the Board of Trustees, as provided in Section 3, Chapter 75 of the General Laws of the Commonwealth.
B. The Faculty Council, in its responsibilities and relationships with other governing components of the Campus and of the University as a whole, shall be governed by the Board of Trustees' Statement on University Governance (Trustee Document T73-098, as amended), which grants to the faculty 'primary responsibility' in academic matters and faculty status, as defined in that document, and by relevant provisions of any collective bargaining agreement currently in force. …

4. Powers of the Council

The Faculty Council shall have only those powers specified in this Constitution or in Statements of the Board of Trustees on University Governance or which are necessary for carrying those powers into execution. The colleges and schools shall have jurisdiction over their own undergraduate programs. The Faculty Council shall have jurisdiction over matters of educational policy that have Campus-wide effect or that require coordination between colleges, schools, or programs. The Faculty Council shall have the following powers.

A. *To recommend the list of candidates for degrees.* …

UMass Boston has three graduation dates where we confer (award) degrees: Spring/May 31, Summer/August 31, and Fall/December 31.

Commencement is the ceremony that honors students who graduated in December and all students who have applied for the May or August graduation dates.

Degrees Conferred, Academic Year - Fall 2013 - Fall 2022

Total	AY 12-13	AY 13-14	AY 14-15	AY 15-16	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22
Doctorals	37	71	56	64	85	81	86	88	98	104
Masters	1,017	923	1,042	936	994	967	876	853	833	812
Certificates & CAGS	194	313	323	301	331	217	235	188	186	195
Bachelors	2,530	2,595	2,712	2,755	2,663	2,576	2,605	2,801	2,853	2,477

Degrees will be conferred to approximately 3,700 (3,694) undergraduate, graduate, and doctoral students in the Class of 2024 [(1 Ed.D. in Leadership in Urban Schools + 2 Ed.D. in Higher Education + 12 DNP (Doctor of Nursing Practice) + 138 Ph.D. (Doctor of Philosophy) = 153 Doctoral Degrees; 1,185 Graduate Students; 2,509 Undergraduate Students**]**

Thus, it is moved that faculties recommend to the President and the Board of Trustees that the listed students and any additional candidates who upon completion of all requirements for graduation and the maintenance of good standing be awarded the degree of Bachelor of Arts or Bachelor of Science.

And further moved that faculties recommend to the President and the Board of Trustees that the listed students and any additional candidates who upon completion of all requirements for graduation and the maintenance of good standing be awarded the degree of Master of Arts, Master of Science, Master of Education, Master of Public Administration, Master of Public Policy, Doctor of Philosophy, Doctor of Education, Doctor of Nursing Practice, Certificate of Advanced Graduate Study, Post-Master's Certificate, Educational Specialist.

ISSUE TO BE RESOLVED

The Constitution of the Faculty Council
Approved by the Board of Trustees **September 30, 2021**; Amended November 9, 2020.

3. Authority

C. *This Constitution supersedes any earlier system of Campus-wide faculty governance at the University of Massachusetts Boston*.
D. In case of conflict between this Constitution and the constitution of any college or other Campus governance body, this Constitution shall take precedence.

Passed by the Board
February 3, 1993
https://www.umassp.edu/sites/default/files/board-policies/Admin_Delegations_Provosts.pdf

PROVOSTS/VICE CHANCELLOR GRADUATION LISTS

To delegate to the Chancellors of the respective campuses, with authority to further delegate to the Provost or Vice Chancellor, the authority to approve graduation lists of students who have completed requirements for the award of University degrees. The Chancellors shall regularly forward copies of the graduation lists to the Secretary of the Board of Trustees. The appropriate University degree shall be awarded in the name of the Trustees to each student on said lists without further vote of the Board. (Doc. T93-017)

UNIVERSITY OF MASSACHUSETTS
AMHERST• BOSTON •DARTMOUTH• LOWELL • WORCESTER

MINUTES OF THE MEETING OF THE BOARD OF TRUSTEES
Wednesday, April 8, 1992; 1:00 p.m.
Corsair Cove
Residence Dining Hall
Administration Building
University of Massachusetts
Dartmouth, Massachusetts

The next item was Graduation Lists from Amherst, Boston and Worcester. It was moved, seconded and
VOTED: To approve the February, 1992 graduation lists at the University of Massachusetts Amherst, the May and September, 1992 graduation lists at the University of Massachusetts Boston and the May, 1992 graduation lists at the University of Massachusetts Worcester, subject to the completion of all requirements as certified by the Recorder of the campus. (Doc. T92-025)

UNIVERSITY OF MASSACHUSETTS
AMHERST • BOSTON •DARTMOUTH• LOWELL • WORCESTER
MINUTES OF THE MEETING OF THE BOARD OF TRUSTEES
Wednesday, June 3, 1992; 9:30 a.m.
Chancellor's Conference Room
Quinn Administration Building
University of Massachusetts
Boston, Massachusetts

Reporting for the Academic and Student Affairs Committee, Trustee Taylor presented the Graduation Lists from Amherst, Dartmouth and Lowell for approval. It was moved, seconded and
VOTED: To approve the May, 1992 graduation lists at the University of Massachusetts Amherst and the May, 1992 graduation lists at the University of Massachusetts Dartmouth, and the academic year 1991-1992 graduation lists at the University of Massachusetts Lowell, subject to completion of all requirements as certified by the Recorder of the campus. (Doc. T92-048)

IV.   **Motions 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 course changes to 9 MSIS courses: **MSIS 619, 642, 656, 670, 671, 672, 680, 682, 685**. The Management Science and Information Systems (MSIS) department conducted a review of the MS Information Technology program to ensure the relevancy and currency of the courses offered. Where the description was found to be outdated, it was updated to reflect the current topics that are being taught. Pre-requisites may have also been adjusted to reflect current needs. Two of the courses also have a title change.
MSIS 619 Systems Analysis and Design: change the description of the course and have the pre-requisite be just "College of Management graduate".
Old description: The basic premise of the course is the analysis and logical design of information systems development to support business process. Object-oriented software development is now mature. The technology and the acceptance of the object-oriented development have moved far faster in the marketplace than in the classroom. The theory has been tempered and enriches by experience and by experiments. From modeling to analysis and from design to programming, object-oriented methods and tools have proven to be winners. This course provides a firm grounding in the theory of object orientation and a balance between theory and practice; It covers Unified Modeling Language (UML), the de facto standard for object-oriented business systems analysis and

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design and offers hands-on experience by using Computer Aided Software Engineering (CASE) tools for real-world problem-solving.

New description: This course introduces the software development life cycle with a specific focus on the analysis and logical design of information systems that support organizations' business and data-processing needs. The course covers object-oriented methods and contemporary software development approaches such as Agile methodology. Particular emphasis is on system feasibility, requirement gathering, and data modeling. Hands-on projects focusing on Unified Modeling Language (UML) and Computer Aided Software Engineering (CASE) tools to design systems solving real-world problems are an integral part of the course.

Rationale: The pre-requisite should be just "College of Management graduate" to be consistent with other courses.

MSIS 642 Multivariate Statistics and Regression Analysis: change the course description

Old description: The goal of this course is to develop statistical data analysis skills in business analytics applications. The content of this course covers multivariate statistics which analyzes problems in which multiple variables are simultaneously present and various regression applications for business, such as simple linear regression, multiple regression, and logistic regression etc., and also how to solve various issues that we might face during those applications. This course will be the foundation for applied quantitative research for business analysts and business researchers. Our main goal is to identify the signal or key features of the data. The course will cover the major techniques in this field. The focus will be on practical issues such as selecting the appropriate approach and how to prepare the data.

New description: The goal of this course is to develop statistical data analysis skills in business analytics applications. This course introduces the fundamental concepts and applications of regression analysis, such as simple linear regression, multiple regression, binary dependent variable regressions, panel data regression, logistic regression, time series analysis, and some issues that we might face during those applications such as estimation, inference etc. This course will be the foundation for applied quantitative research for business analysts, practical business research or graduate level studies. During the semester-long course, students learn how to run regression analysis using statistical packages.

MSIS 656 Information Storage Management: change the course description.

Old description: This course provides a comprehensive overview of network-based storage technology and information storage infrastructure. Major topics include the storage architectures, service features, benefits of Intelligent Storage Systems, and Storage Virtualization. Networked storage technologies include fiber channel (FC), based Storage Area Network (SAN), Network Attached Storage (NAS), and IP-SAN. Advanced storage technologies on Content Addressed Storage (CAS), information security, and networked storage virtualization are also discussed.

New description: This course provides a comprehensive review of the processes, technologies, and tools used to manage the performance, capacity, and availability of storage resources in an IT environment. The emphasis is on the fundamentals of storage technology, including the types of storage and storage media. Challenges and opportunities in traditional and cloud-based storage management are discussed. Other topics include storage protocols, virtualization, performance monitoring, disaster recovery, green storage, and security. Hands-on labs focusing on storage management using vendor-specific and open-source storage management tools are an integral part of the course.

MSIS 670 Enterprise Business Intelligence: change the description of the course and have the pre-requisite be just "College of Management graduate".

Old description: This course is designed to accomplish the following goals: (1) explain what business intelligence can offer to organizations; (2) demonstrate how business intelligence is used in the real world; and (3) provide an action plan for identifying and acting on the BI opportunities that exist in our organization. The first part of the course covers "business Intelligence Foundations." This part defines business intelligence and describes its role in the effective management of an organization. It covers the business, technical, and human components of BI and sets the stage for case studies in part two. Part two, "Business Intelligence Case Studies" presents five real world BI successes to illustrate the application of BI. Part three, "A business Intelligence Roadmap" describes a framework and processes for identifying, evaluation, and acting on specific BI opportunities.

New description: Enterprise Business Intelligence (BI) has become critical in all businesses for their intelligent and effective decision-making. The overarching objective of this course is to help students develop both the conceptual understanding and the practical skills of enterprise BI solutions. Through this course, particularly, students will learn how to design and implement organizational capabilities for various BI processes and their related technologies or tools, ranging from enterprise data management to advanced BI technologies (e.g., NLP, machine learning, AI). This course also helps students develop practical BI skills for data visualization. Through intensive hands-on practices and semester project engagement, students will learn how to transform business data into insightful and interactive visuals to solve specific business problems, especially by utilizing one of the most commercially successful BI tools, i.e., Tableau. Overall, the course will benefit students in the short term by helping them get highly marketable skills and in the long term by developing their understanding of data, analytics, and BI practices and solutions, which are critical for building intelligent enterprises.

Rationale: The current pre-requisite course is not required to take this course; the pre-requisite should be just "College of Management graduate" to be consistent with other courses.

MSIS 671 Enterprise Data Warehousing for Business Intelligence: to remove MBAMS 640 as a pre-requisite for this course.

Rationale: the current pre-requisite course is not required to take this course.

MSIS 672 Introduction to Machine Learning: change the title of MSIS 672 from Data Mining and Predictive Analytics to Introduction to Machine Learning, change the course description, and remove MBAMS 640 as a pre-requisite.

Old description: This course provides an introduction to data mining by exposing the theory behind the analytical concepts. It discusses data mining techniques and their use in strategic business decision making. This is a hands-on course that provides an understanding of the key methods of data visualization, exploration, association, classification, prediction, time series forecasting, clustering, induction techniques, neural networks, and others. During the semester-long course, students work in teams on solving a business problem of their choice, using data mining tools and applying them to data (e.g., SPSS modeler). Data Mining provides a solution to organizations requests for emerging operational patterns that may add value to their business. The course includes the development of concepts used for building frameworks needed in analyzing useful patterns in databases through the application of practical methods.

New description: Machine learning has revolutionized how we approach data analysis, decision-making, and problem-solving in today's data-driven world. This course serves as a gateway to essential machine learning concepts and principles. It aims to acquaint students with diverse machine-learning techniques and algorithms, teach the practical application of machine learning in real-world problems, and nurture critical thinking and problem-solving abilities in data-driven decision-making. This is a hands-on course. During the semester-long course, students learn how to solve a business problem using machine learning tools (e.g., Python).

Rationale: The new title and course description better reflect the current terminologies and topics in the industry. The current pre-requisite course is not required to take this course; the pre-requisite should be just "College of Management graduate" to be consistent with other courses.

MSIS 680 Advanced Machine Learning and Artificial Intelligence: change the title of MSIS 680 from Advanced Data Mining to Advanced Machine Learning and Artificial Intelligence, change the course description, and change the pre-requisites to MSIS 615 and MSIS 672.

Old description: As organizations have become more and more readily able to collect massive quantities of data, they are increasingly recognizing data as one of their most valuable assets. Many organizations consider their ability to acquire data, utilize data mining, and build predictive models as key core competencies, and many are realizing benefits from fact-based decision-making. For those ends, data mining is used to find patterns and relationships that lie within data, and to build predictive models for fact-based decision-making. This course covers data mining algorithms in depth, including techniques for classification, association, and clustering. It also covers techniques for mining text data, such as Latent Semantic Analysis and Latent Dirichlet Allocation. This course focuses real world applications to develop the understanding of appropriate approaches for gathering data and use data mining algorithms to build effective predictive models.

New description: This advanced course delves deep into the fascinating world of Machine Learning (ML) and Artificial Intelligence (AI). In an era where digital data is proliferating from various sources such as social media, user-generated content, and the financial market, deriving insights from this data extends far beyond basic spreadsheet analysis. This course covers the unique characteristics of different data types and the practical skills you'll need to manipulate and analyze them. Moreover, we will explore principles and practices of advanced machine learning techniques, including ensemble methods, social network analysis/graph mining, natural language processing (NLP), time-series forecasting, deep learning (NN), and Large Language Models (LLM). The goal is to facilitate students' ability to navigate through diverse data types and derive insights from the data using state-of-the-art machine learning techniques.

Rationale: One of the current pre-requisites, MSIS 642, is not required to take this course. Instead, a foundational understanding of Python programming is beneficial for students. As a result, that pre-requisite has been changed to MSIS 615, which specifically focuses on Python programming skills. MSIS 672 remains as the other pre-requisite. The new course title more accurately reflects the recently integrated content on artificial intelligence.

MSIS 682 Linear Programming: add "MBAMS 638 - Management Decision Models" as a pre-requisite to this course.

Rationale: Given that this course focuses on mathematical programming, an advanced decision-making tool, having a background in preliminary decision models would be beneficial for students to keep up with the content.

MSIS 685 Introduction to Big Data Analytics: change the course description and make the pre-requisites MSIS 618 and MSIS 615.

Old description: Course covers a new and increasingly popular method of managing data using large scale data analysis. The advent of the internet, Social Media and subsequently machine generated data has enabled social scientists to have access to massive datasets about the behavior of millions (or billions) of people or objects. However, collecting, storing, and analyzing this data isn't straightforward and requires specific skills. The goal of this course is to help students gain the skills required for this type of research while exposing them to tools and big data research streams. The course will help students understand both the challenges and the opportunities and assist them to appreciate Big Data applications.

New description: With the surge of the Internet, social networking, and IoT technologies, there's an unprecedented influx of data accessible to individuals and organizations alike. Effectively utilizing this data is vital for businesses aiming to thrive in the contemporary big data domain. However, collecting, storing, and analyzing this data isn't straightforward and requires specific tools and skills. This course delves into the principles and methods for effective data collection, storage, processing, and analysis, with a specific emphasis on handling large datasets. The goal is to help students acquire practical knowledge of big data technologies while familiarizing them with related tools, applications, and platforms. Through this course, students will gain a deeper understanding of both the challenges and opportunities in the big data realm, and gain hands-on experience on big data analytics.

Rationale: One of the current pre-requisites, MSIS 642, is not required to take this course. Instead, a foundational understanding of Python programming is beneficial for students. As a result, that pre-requisite has been changed to MSIS 615, which specifically focuses on Python programming skills. MSIS 618 remains as the other pre-requisite.

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

Request for course changes, to increase the credits of EDLDRS 892 Dissertation Seminar II from 2 to 3 and to change the long course title of EDLDRS 893 from Dissertation Seminar to Dissertation Seminar III, change the course description, and increase the credits from 2 to 3. These course changes are needed to fully implement the program changes to the Urban Education, Leadership, and Policy Studies PhD/EdD programs approved by FC in Nov. 2023, which included eliminating EDLDRS 714: Integrative Seminar I (a 1-credit course) and moving this one credit hour to EDLDRS 893: Dissertation Seminar (changing EDLDRS 893: Dissertation Seminar III from a 2-credit course to a 3-credit course), and also eliminating EDLDRS 715: Integrative Seminar II (a 1-credit course) and moving this one credit hour to EDLDRS 892: Dissertation Seminar II (changing EDLDRS 892: Dissertation Seminar II from a 2-credit course to a 3-credit course).

Old description for EDLDRS 893: This seminar follows Dissertation Seminar 891, providing structured support as students gather data, research and analyze their dissertation topics; write the dissertation; prepare for its defense; and submit the final dissertation.

New description for EDLDRS 893: This seminar follows Dissertation Seminar 892. Entry into this course requires that students should have completed and defended their dissertation proposal. Students will continue to write the dissertation, prepare for the dissertation defense, and submit the final dissertation. This seminar provides structured support as students research, gather data, and analyze their dissertation topics.

Rationale: Changing the dissertation seminar credits from 2 to 3 will promote equity within faculty teaching credits and make the plan of study more aligned with other programs in the department.

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

Request for program changes, to change admissions requirement to be "GRE optional" for four Biology graduate-level programs (Biology MS, Biology PhD, Biotechnology Certificate, Biotechnology and Biomedical Sciences MS).

Rationale: Since COVID, these programs have essentially been GRE optional; students are evaluated holistically by grades, the student's personal statement and CV, and 3 letters of recommendation from people who had either served as the student's instructor or the student's research mentor/supervisor.

Taking the GRE exam can be a financial burden for some students; many top graduate programs are also moving to a GRE optional requirement for admissions. Students can still submit a GRE score if they feel it would make their application stronger.

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

Request for a new certificate program K12 Instructional Technology Certificate. This new certificate of 21 credits will target working K12 teachers here in the Commonwealth in order to enhance the process of integrating technology into the classroom for greater accessibility for all learners. The content knowledge (Subject Matter Knowledge - SMKs) for this DESE licensure has been categorized into the following three areas: (1) Computer Technology in Education (INSDSG 624) (2) Instructional Technology/eLearning (INSDSG 601, 608, 640, and 684) and (3) Assistive Technology (INSDSG 646). All 22 of the SMKs as outlined by DESE have been mapped to the suggested course offerings. The program culminates in a 3-credit Internship course (INSDSG 698).

All necessary course changes and additions have gone through governance. Please note the updated syllabi, program description, and schema on Curriculog.

Rationale: In 2020, the Department of Elementary and Secondary Education (DESE) posted a need for K12 teachers to be licensed as Instructional Technology Specialists. With the pandemic, the significant need emerged to have more educators trained in understanding how to use technology effectively in the classroom. The reliance on educational technology and its integration into the classroom is now a mainstay need.

Currently, there are hundreds of instructional technologists working on emergency license. This certificate will provide a solid path for those teachers to get licensure in their field. UMass Boston is the only public university in Massachusetts to have this offering. Also, students that complete the Instructional Technology certificate would be eligible for admission to the MEd Instructional Design program and can have the 7 courses in the certificate counted towards the MEd.

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

Request to expand the existing Masters in Public Policy (MPP) program to offer a 'destination MPP' (MPP-2Y) in addition to the existing 'terminal MPP' and 'en-route MPP' options. The stand-alone, destination MPP is designed for both emerging professionals recently graduated with a bachelor's degree and those with multiple years of work experience. The MPP will respond to the need for practitioners with skills and interests in policy design and analysis. It will have the same number of credit hours as the existing MPP options.

Rationale: The destination MPP will focus on training professionals to design, implement, manage and evaluate programs, initiatives and policies for government, nonprofit and for-profit organizations with public impact. The program will build on existing courses in the PhD in Public Policy and Master in Public Administration courses, include 7 newly designed courses and 1-cross listed course (these 8 courses have already been approved through governance). This will lead to higher enrollments, greater flexibility for all three programs, an additional degree choice for UMB undergraduate students, a pathway to the PhD in Public Policy, and an opportunity to develop joint master's degree programs in related fields on campus.

The synchronous, hybrid and late afternoon/evening nature of the MPP-2Y program, and the existence of an internship requirement, usually fulfilled through off-campus employment, will be particularly appealing to domestic and local residents who will likely comprise a majority of enrollment in the MPP-2Y.

V.   A Discussion on Peer Institutions and Measurable Indicators

Peer institutions are selected for many useful purposes and can serve as yardsticks for measuring what we do and as models for what we aspire to become. On the other hand, when wrong yardsticks are chosen, everything might appear to be out of proportion or could be twisted beyond recognition and/or into a mixed identity of complete irrelevance.

Aspirational peer institutions would be those who are often one step ahead of us and could serve as good models for us as we strive to transform UMass Boston into a better and stronger public urban research university.

The following institutions have been identified as UMass Boston's peer institutions for comparison purposes (**https://www.umb.edu/oirap/facts/peer-institutions-and-urban-coalitions/**). Each university in the UMass system has a set of peer institutions that are used as benchmarks in the UMass President's Office Performance Measurement System (PMS):

Cleveland State University (Member of Urban 21)
University of Illinois at Chicago (Member of Urban 21)
University of Louisville
University of Maryland, Baltimore County
University of Memphis (Member of Urban 21)
University of Missouri—Kansas City (Member of Urban 21)
University of Nevada, Reno
UMass Amherst
UMass Dartmouth
UMass Lowell
UMass Worcester

Meanwhile, the following twenty-seven colleges and universities choose UMass Boston as one of their peer institutions.
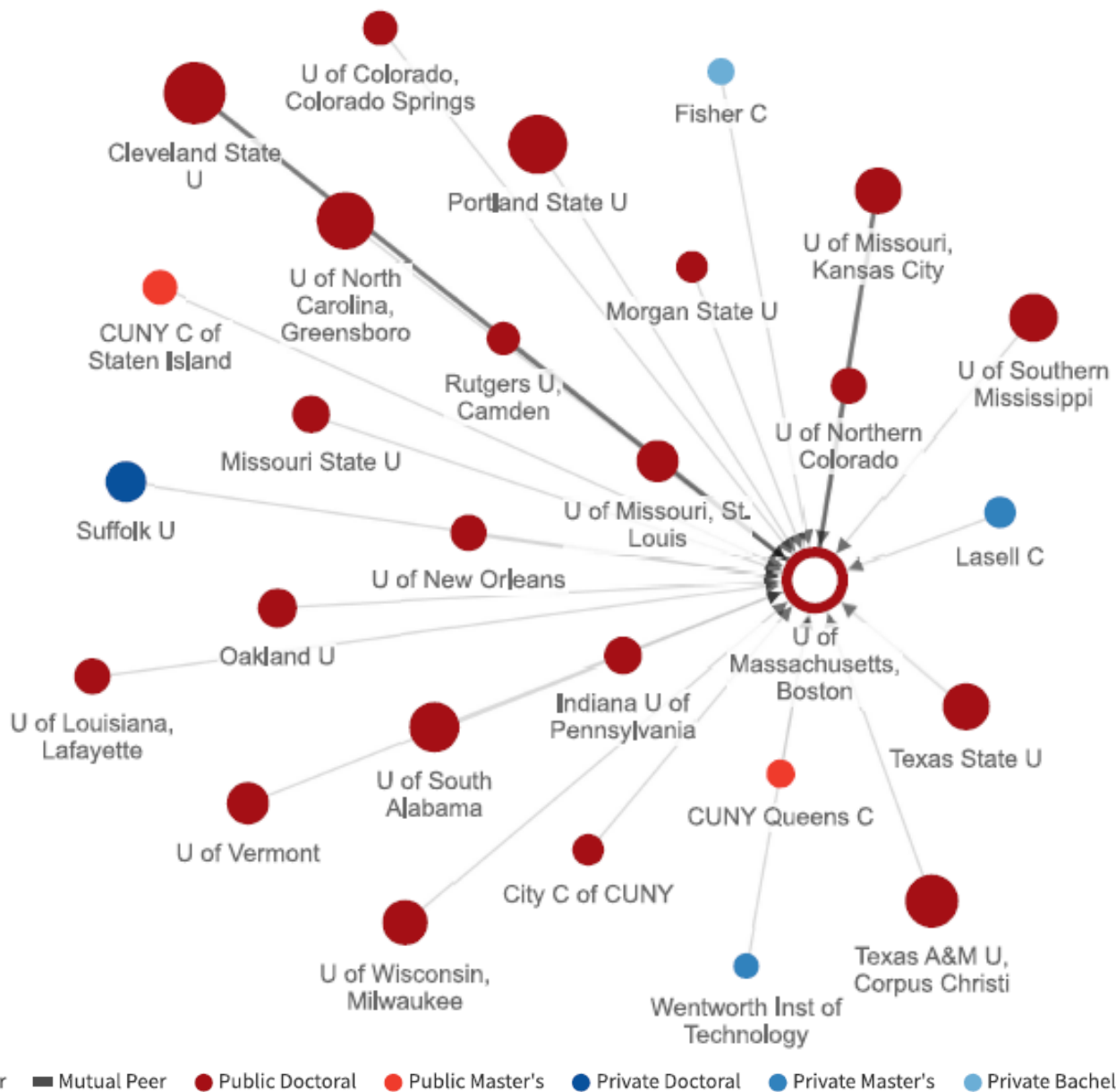
From: **Jacquelyn Elias**, Updated June 14, 2023, **Who Does Your College Think Its Peers Are?** The Chronicle of Higher Education (https://www.chronicle.com/article/who-does-your-college-think-its-peers-are).

Who would be the most appropriate peer institutions or the best aspirational peers as we implement our strategic plan for the next ten years and to create a better future for all? To find the right answers to such questions, we will need to truly understand our mission, to properly reflect on our history of triumphs and struggles over the last fifty years, to accurately assess the changing landscapes of higher education, and to be acutely aware of our strengths, weaknesses, opportunities, and threats.

UMass Boston has been classified by external agencies and organizations and also self-identified as a public urban research university. We will look at the possibilities in the three different dimensions of our institutional identity: (1) public, (2) urban, and (3) research university or Doctoral University with High research activity.

PUBLIC

There are **2,737** "**4-year or above**" institutions included in the IPEDS (Integrated Postsecondary Education Data System).

793 "Public, 4-year or above" in the "U.S. only"
1,608 "Private not-for-profit", 4-year or above
336 "Private for-profit", 4-year or above

There are around **814** "**Public, 4-year or above**" institutions included in IPEDS, with **793 in the "U.S. only"** and 21 located in American Samoa (1), Federated States of Micronesia (1), Guam (2), Marshall Islands (1), Northern Marianas (1), Palau (0), Puerto Rico (14), and Virgin Islands (1).

URBAN

Below are the definitions of urban areas ("*densely developed residential, commercial, and other nonresidential areas*") as used in the IPEDS (Integrated Postsecondary Education Data System).

Degree of urbanization (Urban-centric locale)

Value	Label
11	City: Large
12	City: Midsize
13	City: Small
21	Suburb: Large
22	Suburb: Midsize
23	Suburb: Small
31	Town: Fringe
32	Town: Distant
33	Town: Remote
41	Rural: Fringe
42	Rural: Distant
43	Rural: Remote
-3	{Not available}

Variable Description

Locale codes identify the geographic status of a school on an urban continuum ranging from "large city" to "rural." They are based on a school's physical address. The urban-centric locale codes introduced in this file are assigned through a methodology developed by the U.S. Census Bureau's Population Division in 2005. The urban-centric locale codes apply current geographic concepts to the original NCES locale codes used on IPEDS files

11 = City: Large: Territory inside an urbanized area and inside a principal city with population of 250,000 or more.

12 = City: Midsize: Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000.

13 = City: Small: Territory inside an urbanized area and inside a principal city with population less than 100,000.

21 = Suburb: Large: Territory outside a principal city and inside an urbanized area with population of 250,000 or more.

22 = Suburb: Midsize: Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000.

23 = Suburb: Small: Territory outside a principal city and inside an urbanized area with population less than 100,000.

31 = Town: Fringe: Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.

32 = Town: Distant: Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.

33 = Town: Remote: Territory inside an urban cluster that is more than 35 miles of an urbanized area.

41 - Rural: Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.

42 = Rural: Distant: Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.

43 = Rural: Remote: Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

American Samoa, the Commonwealth of the Northern Mariana Islands, Guam, and the Virgin Islands, were not assigned a locale code because the geographic and governmental structures of these entities do not fit the definitional scheme used to derive the code.

The table below shows the geographic distribution of 279 R1 and R2 colleges and universities in cities of different sizes and their suburbs as well as in towns of different types and various rural areas.

Degree of Urbanization	Number of Institutions	Description
11	98	**City: Large** inside a principal city with population of 250,000 or more
12	54	**City: Midsize** inside a principal city with population less than 250,000 and greater than or equal to 100,000
13	47	**City: Small** inside a principal city with population less than 100,000
21	40	**Suburb: Large** outside a principal city and inside an urbanized area with population of 250,000 or more
22	7	**Suburb: Midsize** outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000
23	7	**Suburb: Small** outside a principal city and inside an urbanized area with population less than 100,000
31	3	**Town: Fringe**
32	12	**Town: Distant**
33	11	**Town: Remote**
41	1	**Rural: Fringe**
42	0	**Rural: Distant**
43	0	**Rural: Remote**

Obviously, the vast majority of the 279 R1 and R2 colleges and universities are geographically located in urbanized areas and serve the population and communities in these areas in different ways as 80.0% of the U.S. population now live in 2,646 urban areas (2,613 urban areas in the United States, 26 in Puerto Rico, and 7 in the Island Areas) across the country.

https://www.federalregister.gov/documents/2022/12/29/2022-28286/2020-census-qualifying-urban-areas-and-final-criteria-clarifications

The degree of urbanization of the R1 and R2 academic institutions in and around Boston is shown below.

Institution	Degree of Urbanization
Boston University	11
Northeastern University	11
University of Massachusetts-Boston	11
Brown University	12
Clark University	12
Harvard University	12
Massachusetts Institute of Technology	12
Worcester Polytechnic Institute	12
Boston College	13
Brandeis University	13
Tufts University	21
University of Connecticut	21
University of Massachusetts-Amherst	21
University of Massachusetts-Lowell	21
University of Rhode Island	21
University of Massachusetts-Dartmouth	22
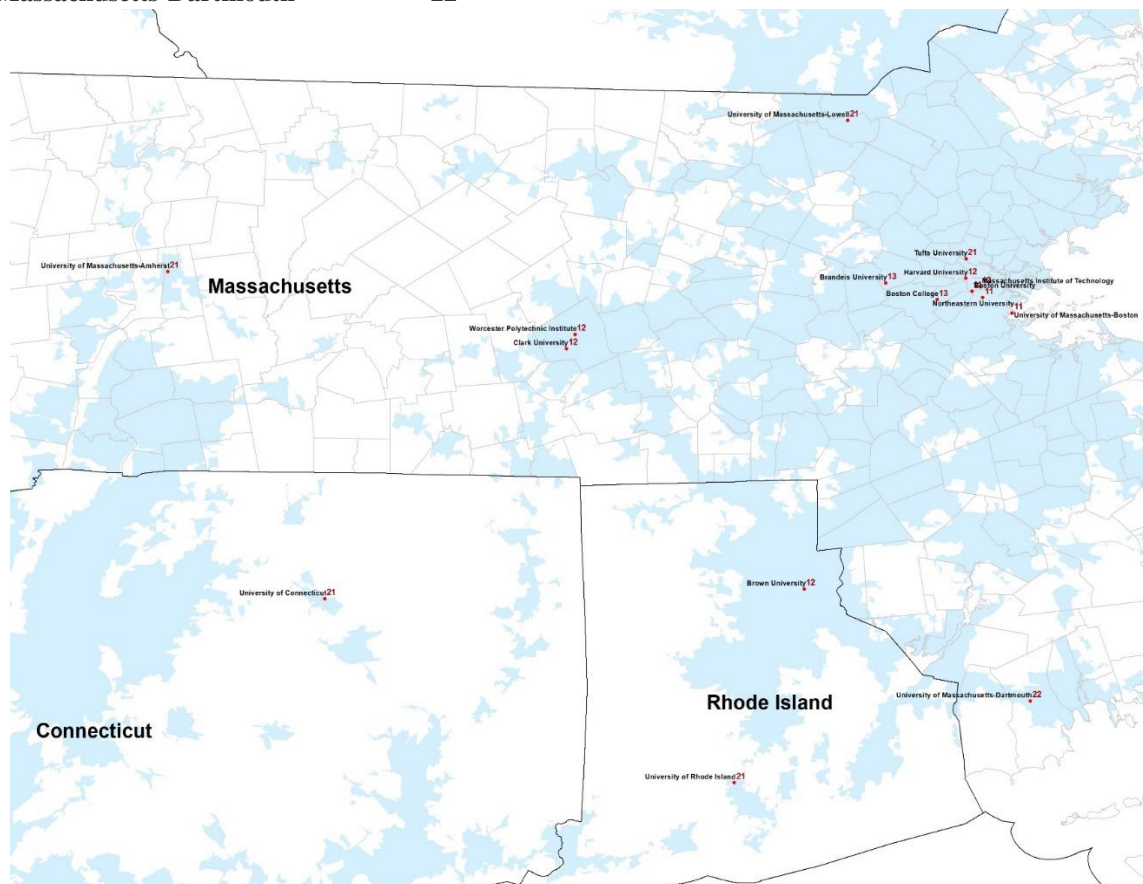
Shaded areas indicate urbanized areas.

The 98 academic institutions located "*inside a principal city with population of 250,000 or more*" (**Large Cities**) include

Institution	Degree of Urbanization	Institution	Degree of Urbanization
American University	11	Texas Tech University	11
Boston University	11	The Catholic University of America	11
California State University-Fresno	11	The New School	11
California State University-Long Beach	11	The University of Texas at Arlington	11
Carnegie Mellon University	11	The University of Texas at Austin	11
Case Western Reserve University	11	The University of Texas at El Paso	11
Clark Atlanta University	11	The University of Texas at San Antonio	11
Cleveland State University	11	Thomas Jefferson University	11
Columbia University in the City of New York	11	Tulane University of Louisiana	11
Creighton University	11	University of Arizona	11
CUNY City College	11	University of California-Irvine	11
CUNY Graduate School and University Center	11	University of California-Los Angeles	11
DePaul University	11	University of California-Riverside	11
Drexel University	11	University of California-San Diego	11
Duke University	11	University of Chicago	11
Duquesne University	11	University of Cincinnati-Main Campus	11
Emory University	11	University of Colorado Colorado Springs	11
Fordham University	11	U. of Colorado Denver/Anschutz Medical Campus	11
George Washington University	11	University of Denver	11
Georgetown University	11	University of Hawaii at Manoa	11
Georgia Institute of Technology-Main Campus	11	University of Houston	11
Georgia State University	11	University of Illinois Chicago	11
Howard University	11	University of Kentucky	11
Illinois Institute of Technology	11	University of Louisville	11
Indiana University-Purdue University-Indianapolis	11	University of Massachusetts-Boston	11
Johns Hopkins University	11	University of Memphis	11
Loyola Marymount University	11	University of Minnesota-Twin Cities	11
Loyola University Chicago	11	University of Missouri-Kansas City	11
Marquette University	11	University of Nebraska at Omaha	11
Morgan State University	11	University of Nebraska-Lincoln	11
New Jersey Institute of Technology	11	University of Nevada-Reno	11
New York University	11	University of New Mexico-Main Campus	11
North Carolina A & T State University	11	University of New Orleans	11
North Carolina State University at Raleigh	11	University of North Carolina at Charlotte	11
Northeastern University	11	University of North Carolina at Greensboro	11
Ohio State University-Main Campus	11	University of North Florida	11
Portland State University	11	University of Pennsylvania	11
Rice University	11	University of Pittsburgh-Pittsburgh Campus	11
Rutgers University-Newark	11	University of Puerto Rico-Rio Piedras	11
Saint Louis University	11	University of San Diego	11
San Diego State University	11	University of South Florida	11
San Francisco State University	11	University of Southern California	11
Teachers College at Columbia University	11	University of Toledo	11
Temple University	11	University of Tulsa	11
Tennessee State University	11	University of Washington-Seattle Campus	11
Texas A & M University-Corpus Christi	11	University of Wisconsin-Madison	11

Texas Christian University	11	University of Wisconsin-Milwaukee	11
Texas Southern University	11	Vanderbilt University	11
Texas Tech University	11	Wayne State University	11
The Catholic University of America	11	Wichita State University	11

However, the brand of "urban university" often refers to a subset of these institutions, specifically established and/or particularly committed to serve economically disadvantaged and historically under-served population in urbanized areas, to "***apply university-quality research to critical urban issues***," and to have their mission much more closely connected with their local communities. UMass Boston has strongly committed to creating a national model for such urban serving universities to insure equal access to excellence in higher education and to link scholarly research to the transformation of its surrounding communities and the development of a harmonious and vibrant multicultural society in a country of immigrants.

In 1974, Chancellor Carlo L. Golino 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**. Eighteen of the Urban 21 plus Florida International University were incorporated in 1998 as the **Great Cities' Universities Coalition**, with Dr. Charles F. Desmond, Associate Chancellor of UMass Boston as its Executive Director. The leaders of public urban research universities are now working together through the coordination of the **Coalition of Urban Serving Universities** (USU) (https://www.aplu.org/urban-serving-universities/), which has established a permanent partnership with the Association of Public and Land-grant Universities (APLU) to share a joint USU/APLU Office of Urban Initiatives, and the **Coalition of Urban and Metropolitan Universities** (https://www.cumuonline.org/).

"Urban 13"/ "Urban 21"

University of Alabama at Birmingham	**(Urban 21)**
University of Missouri-St Louis	**(original Urban 13)**
University of Cincinnati-Main Campus	**(original Urban 13)**
University of Missouri-Kansas City	**(original Urban 13)**
Cleveland State University	**(original Urban 13)**
Florida Agricultural and Mechanical University	**(Urban 21) (not in GCU)**
CUNY City College	**(original Urban 13)**
Florida International University	**(new addition to GCU)**
Georgia State University	**(original Urban 13)**
University of Pittsburgh-Pittsburgh Campus	**(original Urban 13) (not in GCU)**
University of Houston	**(Urban 21)**
Portland State University	**(Urban 21)**
University of Illinois at Chicago (Chicago Circle)	**(original Urban 13)**
Temple University	**(original Urban 13)**
Indiana University-Purdue University-Indianapolis	**(original Urban 13)**
University of Toledo-Main Campus	**(Urban 21) (not in GCU)**
University of Massachusetts-Boston	**(original Urban 13)**
Virginia Commonwealth University	**(Urban 21)**
University of New Orleans	**(Urban 21)**
University of Memphis	**(Urban 21)**
Wayne State University	**(original Urban 13)**
University of Wisconsin-Milwaukee	**(original Urban 13)**

The **Coalition of Urban Serving Universities** (USU) is a president-led network of **39** public urban research universities working to drive transformational change throughout their institutions and the communities

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they serve. "USU members are public urban research universities that are located in metropolitan areas with populations of 100,000 or greater. They enroll 10 or more doctoral students per year and/or conduct a minimum of $10 million in research and demonstrate a commitment to their urban areas."

"The **Coalition of Urban and Metropolitan Universities** was founded in 1989 by a group of presidents and chancellors who gathered at Wright State University to recognize and affirm their shared mission to use the power of their campuses in education, research, and service to enhance the communities in which they are located." It currently has **121** institutional members.

UMass Boston is currently an institutional member of both the Coalition of Urban Serving Universities and the Coalition of Urban and Metropolitan Universities.

The University of California, Los Angeles (UCLA) is undoubtedly a distinguished public urban research university. However, UCLA has never been part of the Urban 13/21, and the Great Cities' Universities Coalition. It is not an institutional member of the Coalition of Urban Serving Universities or the Coalition of Urban and Metropolitan Universities. It is included here to show the wide gaps between UCLA and UMass Boston for most of the typical indicators, although our founders clearly thought of UCLA when they decided to establish a public research university in the City of Boston for equal access to excellence in higher education.

RESEARCH UNIVERSITY

There are five distinctive and overlapping agencies/organizations for tracking, supporting, advocating and regulating academic institutions that offer doctoral programs: the **Association of American Universities** (AAU), the **National Science Foundation**, the **Council of Graduate Education**, the **Carnegie Foundation for the Advancement of Teaching**, and the **IPEDS**. The Carnegie Classification of Institutions of Higher Education, first introduced in 1973, has been the most widely used framework for recognizing and describing institutional diversity in the U.S. higher education and for the development and analysis of public policy.

"Founded in 1900, the Association of American Universities is composed of America's leading research universities." "AAU member universities—69 in the United States and two in Canada—are on the leading edge of innovation, scholarship, and solutions that contribute to scientific progress, economic development, security, and well-being." The **Association of American Universities** includes **38 public institutions**, but does not have a single public university in the entire New England region (https://www.aau.edu/who-we-are/our-members).

The University of California, Los Angeles and the University of Pittsburgh are the only two institutions classified as Research I Universities when the Carnegie Classification of Institutions of Higher Education was first introduced in 1973. Both of these institutions were admitted into the Association of American Universities in 1974. The University of Massachusetts Amherst, Wayne State University, the University of Cincinnati, and Temple University were classified at Research II Universities in 1973 and again in the revised edition published in 1976.

"The Survey of Earned Doctorates (SED) is an annual census conducted since 1957 of all individuals receiving a research doctorate from an accredited U.S. institution in a given academic year. The SED is sponsored by the National Center for Science and Engineering Statistics (NCSES) within the National Science Foundation (NSF) and by three other federal agencies: the National Institutes of Health, Department of Education, and National Endowment for the Humanities." The survey for Academic year 2022 (1 July 2021 to 30 June 2022) included 57,596 research doctorate recipients from 457 doctorate-granting institutions (https://ncses.nsf.gov/pubs/nsf24300/). UMass Boston has been included since 1988 (the first Ph.D. in Environmental Science was awarded on May 28, 1988). UMass Dartmouth has been included since 2003. UMass Amherst was included since 1958 and UMass Lowell since 1963.

"For six decades, the Council of Graduate Schools (CGS) has been the national voice for the graduate dean community. CGS is the only national organization in the United States that is dedicated solely to the advancement of graduate education and research." It currently has 450 U.S. and Canadian member universities and 25 international members (https://cgsnet.org/about).

The 2021 Carnegie Classification of Institutions of Higher Education included 1,135 institutions that offered graduate degree programs and 722 doctoral programs as shown below:

Category	Number of Institutions			
	Public	Private, non-profit	Private, for profit	Total
Doctoral Universities: Very High Research Activity	107	39	0	146
Doctoral Universities: High Research Activity	93	40	0	133
Doctoral/Professional Universities	30	147	12	189
Master's Colleges & Universities: Larger Programs	147	161	16	324
Master's Colleges & Universities: Medium Programs	57	117	10	184
Master's Colleges & Universities: Small Programs	40	113	6	159
Total	474	617	44	**1,135**

Category	Number of Institutions			
	Public	Private, non-profit	Private, for profit	Total
Research Doctoral: Single program-Education	43	64	2	109
Research Doctoral: Single program-Other	23	117	12	152
Research Doctoral: Comprehensive programs, with medical/veterinary school	69	29	0	98
Research Doctoral: Comprehensive programs, no medical/veterinary school	57	23	0	80
Research Doctoral: Humanities/social sciences-dominant	1	9	0	10
Research Doctoral: STEM-dominant	51	31	1	83
Research Doctoral: Professional-dominant	65	116	9	190
Total	309	389	24	**722**

146 "4-year or above" institutions in the "U.S. only" (107 Public 4-year or above + 39 Private not-for-profit + 0 Private for-profit) were classified as Doctoral Universities: Very High Research Activity in Carnegie 2021 classification.

133 "4-year or above" institutions in the "U.S. only" (**93 Public 4-year or above** + 40 Private not-for-profit + 0 Private for-profit) were classified as Doctoral Universities: High Research Activity.

189 "4-year or above" institutions in the "U.S. only" (30 Public 4-year or above + 147 Private not-for-profit + 12 Private for-profit) were classified as Doctoral/Professional Universities.

324 "4-year or above" institutions in the "U.S. only" (147 Public 4-year or above + 161 Private not-for-profit + 16 Private for-profit) Master's Colleges & Universities: Larger Programs.

184 "4-year or above" institutions in the "U.S. only" (57 Public 4-year or above + 117 Private not-for-profit + 10 Private for-profit) were classified as Master's Colleges & Universities: Medium Programs.

159 "4-year or above" institutions in the "U.S. only" (40 Public 4-year or above + 113 Private not-for-profit + 6 Private for-profit) were classified as Master's Colleges & Universities: Small Programs.

There are **2,737** "**4-year or above**" institutions are included in the IPEDS (Integrated Postsecondary Education Data System).

793 "Public, 4-year or above" in the "U.S. only"
1,608 "Private not-for-profit", 4-year or above
336 "Private for-profit", 4-year or above

There are around **814** "**Public, 4-year or above**" institutions included in IPEDS, with **793 in the "U.S. only"** and 21 located in American Samoa (1), Federated States of Micronesia (1), Guam (2), Marshall Islands (1), Northern Marianas (1), Palau (0), Puerto Rico (14), Virgin Islands (1).

2,047 "4-year or above" institutions in the "U.S. only" (**570 Public 4-year or above** + 1,278 Private not-for-profit + 199 Private for-profit) offer graduate degree programs.
1,217 "4-year or above" institutions in the "U.S. only" (**396 Public 4-year or above** + 751 Private not-for-profit+70 Private for-profit) award Doctor's degrees (1,252 doctoral institutions, including 35 Administrative Units).

516 "4-year or above" (**246 Public 4-year or above** in the "U.S. only" + 257 Private not-for-profit + 13 Private for-profit) award Doctor's degrees - research/scholarship ***and*** professional practice.
315 "4-year or above" (86 Public 4-year or above + 209 Private not-for-profit + 20 Private for-profit) award Doctor's degrees - research/scholarship.
330 "4-year or above" (62 Public 4-year or above + 231 Private not-for-profit + 36 Private for-profit) award Doctor's degrees - professional practice.
57 "4-year or above" (2 Public 4-year or above +54 Private not-for-profit +1 Private for-profit) award Doctor's degrees – other.

830 "4-year or above" institutions in the "U.S. only" (174 Public 4-year or above +527 Private not-for-profit+129 Private for-profit) award Master's degrees only.

684 (222 Public 4-year or above + 325 Private not-for-profit + 137 Private for-profit) award Bachelor's degrees only.

Basic Classification Methodology of the 2021 Carnegie Classification of Institutions of Higher Education

https://carnegieclassifications.acenet.edu/carnegie-classification/classification-methodology/basic-classification/

DOCTORAL UNIVERSITIES

Includes institutions that awarded at least 20 research/scholarship doctoral degrees during the update year and also institutions with below 20 research/scholarship doctoral degrees that awarded at least 30 professional practice doctoral degrees in at least 2 programs. Excludes Special Focus Institutions and Tribal Colleges and Universities.

The first two categories include only institutions that awarded ***at least 20 research/scholarship doctoral degrees*** and had ***at least $5 million in total research expenditures*** (as reported through the National Science Foundation (NSF) Higher Education Research & Development Survey (HERD)).

Institutions were included in these categories if they awarded at least 20 research/scholarship doctorates in 2019-20 or awarded at least 30 professional practice doctorates across at least 2 programs. These categories were limited to institutions that were not identified as Tribal Colleges and Universities or Special Focus Institutions.

Level of Research Activity

Institutions that conferred at least 20 research/scholarship doctorates in 2019-20 and reported at least $5 million in total research expenditures in FY20 were assigned to one of two categories based on a measure of research activity. The research activity index includes the following correlates of research activity: research & development (R&D) expenditures in science and engineering; R&D expenditures in non-S&E fields; S&E research staff (postdoctoral appointees and other non-faculty research staff with doctorates); doctoral conferrals in humanities, social science, STEM (science, technology, engineering, and mathematics) fields, and in other fields (e.g., business, education, public policy, social work). The mapping of doctoral degrees to these four disciplinary clusters is documented in this Excel file. These data were statistically combined using principal components analysis to create two indices of research activity reflecting the total variation across these measures (based on the first principal component in each analysis).

One index represents the aggregate level of research activity, and the other captures per-capita research activity using the expenditure and staffing measures divided by the number of full-time faculty within the assistant, associate, and full professor ranks. The values on each index were then used to locate each institution on a two-dimensional graph. We calculated each institution's distance from a common reference point (the minima of each scale), and then used the results to assign institutions to one of two groups based on their distance from the reference point. Before conducting the analysis, raw data were converted to rank scores to reduce the influence of outliers and to improve discrimination at the lower end of the distributions where many institutions were clustered. Detailed information about how the research activity index was calculated can be found here. A more detailed description of the methodology is available here.

Data Sources

Doctoral degree conferrals by field were based on IPEDS Completions data reporting 2019-20 degree conferrals. Faculty counts were from the IPEDS (HR) Full-time instructional staff by academic rank, faculty and tenure status, Fall 2020. R&D expenditures came from the NSF Higher Education Research and Development (HERD) Survey for fiscal year 2020. Research staff data came from the NSF Survey of Graduate Students and Postdoctorates in Science and Engineering for Fiscal Year 2018-19. These were the most current and complete data available at the time of our analysis, and we judged currency to be more important than temporal alignment of all data sources.

As in prior years, although to a lesser extent, there were some cases in which the NSF data were reported at a higher level of aggregation than is needed for classification purposes (i.e., a university system comprising multiple campuses that are distinct entities for classification purposes, but that are reported together as a single entity in the NSF data). We used the proportion of research/doctoral degrees conferred by campus as a proxy for allocating the expenditures across campuses. For the staffing data, where aggregate reporting was more slightly more common, we used the proportionate distribution of expenditures data to allocate staffing among multiple institutions reported as a single entity on the NSF research staffing survey.

The table below shows the development and changing status of the relevant institutions since the initial Carnegie Classification of Institutions of Higher Education in 1973 (more than 50 years ago).

Institution	Carnegie 1973	Carnegie 1976	Carnegie 1987	Carnegie 1994	Carnegie 2000	Carnegie 2005	Carnegie 2010	Carnegie 2015	Carnegie 2018	Carnegie 2021
Cleveland State University	Comprehensive Universities and Colleges I	Comprehensive Universities and Colleges I	Doctoral II	Doctoral II	Doctoral/Research Universities Intensive	Doctoral/Research Universities	Research Universities (high research activity)	Doctoral Universities: Higher Research Activity	Doctoral Universities: High Research Activity	Doctoral Universities: High Research Activity

Institution	1	2	3	4	5	6	7	8	9	10
CUNY City College	Comprehensive Universities and Colleges I	Comprehensive Universities and Colleges I	Comprehensive I	Master's I	Master's Colleges and Universities I	Master's L: Master's Colleges and Universities (larger programs)	Master's L: Master's Colleges and Universities (larger programs)	Master's Colleges & Universities: Larger Programs	Doctoral Universities: High Research Activity	Doctoral Universities: High Research Activity
Florida Agricultural and Mechanical University	Comprehensive Universities and Colleges I	Comprehensive Universities and Colleges I	Comprehensive I	Master's I	Master's Colleges and Universities I	Doctoral/Research Universities	Doctoral/Research Universities	Doctoral Universities: Higher Research Activity	Doctoral Universities: High Research Activity	Doctoral Universities: High Research Activity
Georgia State University	Doctoral II	Doctoral I	Doctoral I	Doctoral I	Doctoral/Research Universities Extensive	Research Universities (high research activity)	Research Universities (very high research activity)	Doctoral Universities: Highest Research Activity	Doctoral Universities: Very High Research Activity	Doctoral Universities: Very High Research Activity
Indiana University-Purdue University-Indianapolis	Comprehensive Universities and Colleges I	Comprehensive Universities and Colleges I	Comprehensive I	Doctoral II	Doctoral/Research Universities Intensive	Research Universities (high research activity)	Research Universities (high research activity)	Doctoral Universities: Higher Research Activity	Doctoral Universities: High Research Activity	Doctoral Universities: High Research Activity
Portland State University	Comprehensive Universities and Colleges I	Comprehensive Universities and Colleges I	Doctoral II	Doctoral II	Doctoral/Research Universities Intensive	Doctoral/Research Universities	Research Universities (high research activity)	Doctoral Universities: Higher Research Activity	Doctoral Universities: High Research Activity	Doctoral Universities: High Research Activity
Temple University	Research II	Research II	Research II	Research I	Doctoral/Research Universities Extensive	Research Universities (high research activity)	Research Universities (high research activity)	Doctoral Universities: Highest Research Activity	Doctoral Universities: Very High Research Activity	Doctoral Universities: Very High Research Activity
University of Alabama at Birmingham	Comprehensive Universities and Colleges I	Comprehensive Universities and Colleges I	Doctoral II	Research I	Doctoral/Research Universities Extensive	Research Universities (very high research activity)	Research Universities (very high research activity)	Doctoral Universities: Highest Research Activity	Doctoral Universities: Very High Research Activity	Doctoral Universities: Very High Research Activity
University of California-Los Angeles	Research I	Research I	Research I	Research I	Doctoral/Research Universities Extensive	Doctoral/Research Universities	Research Universities (very high research activity)	Doctoral Universities: Highest Research Activity	Doctoral Universities: Very High Research Activity	Doctoral Universities: Very High Research Activity
University of Cincinnati-Main Campus	Research II	Research II	Research I	Research I	Doctoral/Research Universities Extensive	Doctoral/Research Universities	Research Universities (very high research activity)	Doctoral Universities: Highest Research Activity	Doctoral Universities: Very High Research Activity	Doctoral Universities: Very High Research Activity
University of Houston	Doctoral I	Doctoral I	Doctoral I	Research II	Doctoral/Research Universities Extensive	Research Universities (high research activity)	Research Universities (very high research activity)	Doctoral Universities: Highest Research Activity	Doctoral Universities: Very High Research Activity	Doctoral Universities: Very High Research Activity
University of Illinois Chicago	Comprehensive Universities and Colleges I		Doctoral I	Research I	Doctoral/Research Universities Extensive	Research Universities (very high research activity)	Research Universities (very high research activity)	Doctoral Universities: Highest Research Activity	Doctoral Universities: Very High Research Activity	Doctoral Universities: Very High Research Activity
University of Louisville	Doctoral I	Doctoral I	Doctoral I	Doctoral I	Doctoral/Research Universities Extensive	Research Universities (high research activity)	Research Universities (very high research activity)	Doctoral Universities: Highest Research Activity	Doctoral Universities: Very High Research Activity	Doctoral Universities: Very High Research Activity
University of Maryland-Baltimore County	Liberal Arts Colleges II	Comprehensive Universities and Colleges II	Doctoral II	Doctoral II	Doctoral/Research Universities Extensive	Research Universities (high research activity)	Research Universities (high research activity)	Doctoral Universities: Higher Research Activity	Doctoral Universities: High Research Activity	Doctoral Universities: High Research Activity
University of Massachusetts-Amherst	Research II	Research II	Research II	Research I	Doctoral/Research Universities Extensive	Research Universities (very high research activity)	Research Universities (very high research activity)	Doctoral Universities: Highest Research Activity	Doctoral Universities: Very High Research Activity	Doctoral Universities: Very High Research Activity
University of Massachusetts-Boston	Liberal Arts Colleges II	Comprehensive Universities and Colleges II	Comprehensive I	Master's I	Doctoral/Research Universities Intensive	Doctoral/Research Universities	Research Universities (high research activity)	Doctoral Universities: Higher Research Activity	Doctoral Universities: High Research Activity	Doctoral Universities: High Research Activity
University of Massachusetts-Dartmouth	Comprehensive Universities and Colleges I	Comprehensive Universities and Colleges I	Comprehensive I	Master's I	Master's Colleges and Universities I	Master's L: Master's Colleges and Universities (larger programs)	Master's L: Master's Colleges and Universities (larger programs)	Doctoral Universities: Higher Research Activity	Doctoral Universities: High Research Activity	Doctoral Universities: High Research Activity
University of Massachusetts-Lowell	Comprehensive Universities and Colleges I	Comprehensive Universities and Colleges I	Comprehensive I	Doctoral II	Doctoral/Research Universities Intensive	Doctoral/Research Universities	Research Universities (high research activity)	Doctoral Universities: Higher Research Activity	Doctoral Universities: High Research Activity	Doctoral Universities: Very High Research Activity
University of Memphis	Comprehensive Universities and Colleges I	Doctoral II	Doctoral I	Doctoral I	Doctoral/Research Universities Extensive	Research Universities (high research activity)	Research Universities (high research activity)	Doctoral Universities: Higher Research Activity	Doctoral Universities: High Research Activity	Doctoral Universities: High Research Activity
University of Missouri-Kansas City	Doctoral I	Doctoral I	Doctoral II	Doctoral I	Doctoral/Research Universities Intensive	Research Universities (high research activity)	Research Universities (high research activity)	Doctoral Universities: Higher Research Activity	Doctoral Universities: High Research Activity	Doctoral Universities: High Research Activity
University of Missouri-St Louis	Comprehensive Universities and Colleges I	Comprehensive Universities and Colleges I	Doctoral II	Doctoral II	Doctoral/Research Universities Intensive	Research Universities (high research activity)	Research Universities (high research activity)	Doctoral Universities: Higher Research Activity	Doctoral Universities: High Research Activity	Doctoral Universities: High Research Activity
University of Nevada-Reno	Doctoral II	Doctoral II	Doctoral II	Doctoral II	Doctoral/Research Universities Extensive	Research Universities (high research activity)	Research Universities (high research activity)	Doctoral Universities: Higher Research Activity	Doctoral Universities: Very High Research Activity	Doctoral Universities: Very High Research Activity
University of New Orleans	Comprehensive Universities and Colleges I	Comprehensive Universities and Colleges I	Doctoral II	Doctoral II	Doctoral/Research Universities Intensive	Research Universities (high research activity)	Research Universities (high research activity)	Doctoral Universities: Higher Research Activity	Doctoral Universities: High Research Activity	Doctoral Universities: High Research Activity
University of Pittsburgh-Pittsburgh Campus	Research I	Research I	Research I	Research I	Doctoral/Research Universities Extensive	Research Universities (very high research activity)	Research Universities (very high research activity)	Doctoral Universities: Highest Research Activity	Doctoral Universities: Very High Research Activity	Doctoral Universities: Very High Research Activity
University of Toledo	Doctoral II	Doctoral I	Doctoral I	Doctoral I	Doctoral/Research Universities Extensive	Research Universities (high research activity)	Research Universities (high research activity)	Doctoral Universities: Higher Research Activity	Doctoral Universities: High Research Activity	Doctoral Universities: High Research Activity
University of Wisconsin-Milwaukee	Comprehensive Universities and Colleges I	Doctoral I	Doctoral I	Research II	Doctoral/Research Universities Extensive	Research Universities (high research activity)	Research Universities (high research activity)	Doctoral Universities: Highest Research Activity	Doctoral Universities: Very High Research Activity	Doctoral Universities: Very High Research Activity
Virginia Commonwealth University	Comprehensive Universities and Colleges I	Doctoral I	Research II	Research I	Doctoral/Research Universities Extensive	Research Universities (high research activity)	Research Universities (very high research activity)	Doctoral Universities: Highest Research Activity	Doctoral Universities: Very High Research Activity	Doctoral Universities: Very High Research Activity
Wayne State University	Research II	Research II	Research II	Research I	Doctoral/Research Universities Extensive	Research Universities (very high research activity)	Research Universities (very high research activity)	Doctoral Universities: Highest Research Activity	Doctoral Universities: Very High Research Activity	Doctoral Universities: Very High Research Activity

The University of Massachusetts Amherst, first established in 1863, is a flagship university and a land-grant institution. It receives over 47% of the state appropriations to the UMass system every year (47.65% in FY 2019, 47.63% in FY 2020, 47.88% in FY 2021, 47.93% in FY 2022, 47.81% in FY 2023), gets almost six times of our revenues from federal grants and contracts, and has an annual operating budget of >3.2X of the total revenues for UMass Boston. Its student body is more than twice as large and it awards almost 4X as many doctoral degrees, as compared to UMass Boston.

The University of Massachusetts Chan Medical School is a "**Special Focus Four-Year: Research Institution**." It only received about 6.81% of the total state appropriations to the UMass system in FY 2023, as compared to 47.81% for UMass Amherst, 18.2% for UMass Boston, 15.93% for UMass Lowell, and 11.25% for UMass Dartmouth. The FY 2023 state appropriations also only accounted for 6.37% of their total revenues for the year.

The University of Massachusetts Dartmouth was still ranked as a regional institution by the U.S. News & World Report in its 2017 Best Colleges rankings (released in September of 2016). It enrolled 7,759 students in Fall 2023 (5,602 undergraduates, 1,560 graduate students, 253 doctoral students, 344 Juris Doctorate students). It was classified as a Doctoral University with High Research Activity in 2018, as shown below.

name	1973	1976	1987	1994	2000	2005	2010	2015	2018	2021
UMass Medical School Worcester	Specialized Institutions—Medical schools and medical centers	Specialized Institutions—Medical schools and medical centers	Specialized Institutions—Medical schools and medical centers	Specialized Institutions—Medical schools and medical centers	Specialized Institutions—Medical schools and medical centers	Specialized Institutions—Medical schools and medical centers	Specialized Institutions—Medical schools and medical centers	Specialized Institutions—Medical schools and medical centers	Specialized Institutions—Medical schools and medical centers	Specialized Institutions—Medical schools and medical centers
UMass Amherst	Research Universities II	Research Universities II	Research Universities II	Research Universities I	Doctoral/Research Universities—Extensive	Research Universities (very high research activity)	Research Universities (very high research activity)	Research Universities (very high research activity)	Research Universities (very high research activity)	Research Universities (very high research activity)
UMass Boston	Liberal Arts Colleges II	Comprehensive universities and colleges II	Comprehensive universities and colleges I	Master's Comprehensive Colleges and Universities I	Doctoral/Research Universities—Intensive	Research Universities (high research activity)	Research Universities (high research activity)	Research Universities (high research activity)	Research Universities (high research activity)	Research Universities (high research activity)
UMass Dartmouth	Comprehensive universities and colleges I	Comprehensive universities and colleges I	Comprehensive universities and colleges I	Master's Comprehensive Colleges and Universities I	Master's Colleges and Universities I	Master's Colleges and Universities (larger programs)	Master's Colleges and Universities (larger programs)	Master's Colleges and Universities (larger programs)	Research Universities (high research activity)	Research Universities (high research activity)
UMass Lowell	Comprehensive universities and colleges I	Comprehensive universities and colleges I	Comprehensive universities and colleges I	Doctoral Universities II	Doctoral/Research Universities—Intensive	Research Universities (high research activity)	Research Universities (high research activity)	Research Universities (high research activity)	Research Universities (high research activity)	Research Universities (high research activity)

The following five institutions are "**R1: Doctoral Universities – Very High Research Activity**":

University of Illinois at Chicago
University of Louisville
University of Maryland-Baltimore County
University of Massachusetts-Amherst
University of Nevada-Reno

The institutions listed below have a medical school:

University of Missouri – Kansas City
University of Louisville
University of Nevada – Reno
University of Illinois at Chicago

NSF HERD (*selected institutions only*) Table 72 Higher education R&D expenditures at institutions with a medical school, by state, institutional control, and institution: FY 2022 (Dollars in thousands)

Institution	All R&D expenditures	Medical school R&D expenditures
U. Alabama, Birmingham	713,480	531,426
U. California, Los Angeles	1,536,197	989,591
U. Illinois, Chicago	**440,573**	**203,981**
U. Louisville	**229,582**	**154,607**

U. Massachusetts, Medical School	**358,204**	**358,204**
Wayne State U.	242,247	166,504
U. Missouri, Kansas City	**52,657**	**14,881**
U. Nevada, Reno	**181,782**	**36,355**
CUNY, City C.	65,569	4,479
U. Cincinnati	615,070	491,645
U. Toledo	64,654	26,410
Temple U.	301,395	113,589
U. Pittsburgh, Pittsburgh	1,251,998	900,807
U. Houston	240,126	795
Virginia Commonwealth U.	405,898	196,001

The "**total all revenues and other additions**" in FY 2021-2022 for the Urban 21 institutions and other selected peer institutions are as follows:

Institution Name	Carnegie Classification 2021: Basic (HD2022)	Total all revenues and other additions (F2122_F1A)
University of California-Los Angeles	15	$10,630,787,000
University of Illinois Chicago	15	$3,767,281,310
University of Alabama at Birmingham	15	$3,619,359,009
Indiana University-Purdue University-Indianapolis	16	$1,847,730,939
University of Massachusetts-Amherst	15	$1,522,702,845
University of Houston	15	$1,509,923,271
University of Cincinnati-Main Campus	15	$1,464,946,276
Virginia Commonwealth University	15	$1,406,512,441
University of Louisville	15	$1,267,032,000
Florida International University	15	$1,262,265,363
University of Toledo	16	$988,224,944
Georgia State University	15	$966,586,763
Wayne State University	15	$912,485,000
University of Nevada-Reno	15	$779,336,622
CUNY City College	16	$708,868,179
University of Wisconsin-Milwaukee	15	$610,008,106
Portland State University	16	$581,568,588
University of Memphis	15	$538,804,918
University of Massachusetts-Lowell	16	$536,218,000
University of Maryland-Baltimore County	15	$534,625,667
University of Massachusetts-Boston	**16**	**$478,497,000**
University of Missouri-Kansas City	16	$466,211,437
Florida Agricultural and Mechanical University	16	$368,030,265
Cleveland State University	16	$346,992,281
University of Massachusetts-Dartmouth	16	$290,019,000
University of Missouri-St Louis	16	$249,286,801
University of New Orleans	16	$167,555,831

15 - R1: Doctoral Universities – Very high research activity (146)
16 - R2: Doctoral Universities – High research activity (133)

The institutional rankings by the total FY 2022 R&D expenditures and the federally financed FY 2022 R&D expenditures are shown below:

NSF HERD Table 21 Higher education R&D expenditures, ranked by FY 2022 R&D expenditures: FYs 2010–22 (Dollars in thousands)

Institution	Rank	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
All institutions	-	61,286,610	65,274,393	65,729,007	66,977,566	67,161,428	68,519,962	71,736,671	75,148,301	79,024,262	83,488,120	86,302,262	89,694,837	97,680,528
U. California, Los Angeles	6	936,995	982,357	1,003,375	966,659	948,197	1,021,227	1,037,528	1,076,917	1,318,110	1,306,376	1,392,941	1,454,880	1,536,197
U. Pittsburgh, Pittsburgh	16	822,491	899,386	866,638	872,736	856,806	861,205	889,793	939,706	1,006,513	1,080,951	1,105,532	1,135,416	1,251,998
U. Alabama, Birmingham	45	489,845	503,698	453,779	440,796	428,563	516,229	537,825	561,851	588,207	607,863	618,226	644,330	713,480
U. Cincinnati	49	411,269	448,936	433,668	438,642	422,873	436,028	430,579	455,250	480,095	529,796	530,138	551,826	615,070
U. Illinois, Chicago	67	362,939	380,828	388,625	367,848	347,888	354,560	337,296	372,619	361,690	382,949	412,147	429,585	440,573
Virginia Commonwealth U.	73	197,709	207,756	201,366	196,015	201,858	218,925	225,999	235,464	246,190	255,648	283,874	364,096	405,898
U. Mass, Medical School	81	232,039	262,714	256,090	245,923	241,869	250,338	253,099	279,884	274,211	281,507	279,096	347,337	358,204
Temple U.	98	124,528	134,533	138,318	224,087	224,101	227,468	246,392	268,385	276,011	284,301	299,707	299,778	301,395
U. Massachusetts, Amherst	111	169,141	181,297	194,775	190,739	200,199	213,902	214,576	210,416	211,140	223,177	219,389	213,824	245,158
Wayne State U.	112	254,492	259,895	227,070	224,331	218,435	213,878	221,537	227,728	238,859	244,217	243,259	235,519	242,247
U. Houston	113	119,811	113,709	116,288	130,844	140,591	150,628	162,049	169,431	177,484	195,398	200,428	202,536	240,126
U. Louisville	118	189,090	197,438	196,842	186,772	183,376	163,262	172,907	177,588	176,655	177,862	198,818	200,362	229,582
Georgia State U.	125	81,015	92,725	91,148	111,999	123,915	139,596	161,314	200,171	201,235	195,572	202,451	206,472	215,908
U. Nevada, Reno	139	95,423	89,740	85,726	89,797	87,324	90,138	95,475	105,869	144,426	152,128	159,790	175,386	181,782
U. Massachusetts, Lowell	168	59,345	60,013	60,624	63,136	64,591	70,384	68,494	69,677	72,266	83,996	92,216	94,708	111,144
U. Maryland, Baltimore County	169	87,156	91,657	74,993	71,819	67,833	68,688	70,166	70,406	71,481	80,632	83,867	84,418	110,319
Cleveland State U.	178	34,235	55,502	61,111	67,378	61,783	57,662	77,720	83,762	83,641	80,077	78,189	71,451	81,225
U. Memphis	183	49,517	48,321	51,194	48,141	55,566	46,675	48,321	49,695	64,297	58,700	69,463	67,092	71,271
CUNY, City C.	189	46,699	60,648	57,982	55,138	52,654	53,223	62,484	54,627	53,979	52,738	45,632	57,361	65,569
U. Massachusetts, Boston	190	56,416	57,040	60,086	60,380	61,186	62,374	64,223	70,019	61,473	62,018	64,219	63,723	65,215
U. Toledo	192	70,399	74,149	68,228	69,072	61,900	52,354	50,019	50,030	50,320	55,006	54,100	53,169	64,654
Indiana U.-Purdue U., Indianapolis	194	296,194	322,617	316,914	332,760	324,261	55,973	57,853	58,056	60,501	67,635	70,778	65,330	64,162
U. Wisconsin-Milwaukee	201	71,181	65,648	61,771	56,587	60,752	63,414	59,813	54,181	55,771	53,773	61,069	55,664	56,822
U. Missouri, Kansas City	208	30,163	32,769	29,227	28,829	29,164	26,595	26,292	25,123	25,136	31,956	36,356	33,855	52,657
Florida A&M U.	212	53,474	53,326	52,263	51,149	46,367	46,522	45,390	37,578	39,682	42,470	41,319	47,124	50,636
Portland State U.	228	56,533	58,975	58,489	55,435	54,787	53,872	56,572	48,964	46,911	50,045	43,667	41,311	41,483
U. Massachusetts, Dartmouth	242	25,725	25,644	22,732	27,326	28,219	26,776	26,824	26,102	26,626	28,036	26,836	28,729	33,136
U. New Orleans	278	35,021	35,359	28,450	24,607	20,614	18,960	15,719	15,939	14,437	15,328	16,594	16,979	21,911
U. Missouri, Saint Louis	327	14,628	18,461	19,356	20,869	18,618	12,061	13,460	12,042	12,266	14,432	15,352	14,632	13,247

NSF HERD Table 24 Federally financed higher education R&D expenditures, ranked by FY 2022 R&D expenditures: FYs 2010–22 (Dollars in thousands)

Institution	Rank	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
All institutions	-	37,477,582	40,768,251	40,142,223	39,445,931	37,961,118	37,846,802	38,787,997	40,248,058	41,860,369	44,460,327	46,106,539	49,116,033	53,971,468
U. California, Los Angeles	10	538,521	563,560	539,054	501,368	465,170	489,404	487,869	487,846	576,076	600,714	655,030	721,043	848,138
U. Pittsburgh, Pittsburgh	12	594,675	662,471	637,857	622,232	582,136	561,210	580,650	617,884	649,166	677,559	689,273	724,993	814,647
U. Alabama, Birmingham	38	325,103	344,164	306,210	290,082	280,333	328,531	348,632	358,916	373,360	398,403	400,110	423,290	421,223
U. Cincinnati	49	262,513	287,182	267,691	258,460	245,086	251,717	231,817	242,237	250,202	252,892	285,899	309,097	350,392
U. Massachusetts, Medical School	62	178,293	208,244	202,149	189,159	183,582	183,588	181,446	200,232	194,953	197,388	192,938	248,873	258,147
U. Illinois, Chicago	64	232,380	248,936	246,128	222,566	203,733	196,010	187,990	198,049	196,840	208,603	223,030	237,949	251,328
Virginia Commonwealth U.	92	144,138	153,228	142,053	135,804	138,559	142,447	143,701	147,585	140,363	142,293	152,751	160,995	166,726
Temple U.	103	79,939	89,719	90,243	131,872	126,803	129,499	140,775	153,404	155,312	161,673	154,600	153,316	143,580
U. Massachusetts, Amherst	108	97,937	107,683	115,280	111,448	110,189	103,417	106,269	108,871	110,654	117,359	116,170	116,349	129,044
Wayne State U.	111	132,166	134,735	126,915	119,520	113,618	109,586	111,532	109,421	111,018	118,043	113,137	117,976	126,814
U. Louisville	118	93,260	96,010	89,976	78,144	65,849	68,345	72,644	72,119	80,511	87,563	88,251	97,179	117,363
U. Houston	136	52,920	59,580	55,812	61,038	58,954	58,458	62,703	60,033	63,801	68,523	71,779	77,489	84,295
U. Nevada, Reno	139	58,115	57,220	55,437	56,900	53,363	51,724	53,371	54,782	62,635	62,903	64,793	77,246	83,631
Georgia State U.	141	27,073	28,210	34,075	37,521	42,259	50,122	52,351	71,248	71,650	70,185	78,199	79,834	81,641
U. Maryland, Baltimore County	151	59,448	61,172	45,014	44,662	47,538	47,954	50,984	52,014	53,522	56,993	59,391	59,882	65,368
U. Massachusetts, Lowell	155	25,550	27,960	26,786	27,360	28,654	31,059	27,694	29,471	30,086	35,309	41,304	48,179	62,195
Cleveland State U.	164	25,024	42,575	46,645	50,243	44,233	41,851	49,925	52,541	55,468	51,475	53,756	47,402	53,395
Florida A&M U.	176	45,856	44,905	42,937	39,675	36,570	36,975	37,363	30,383	32,422	35,362	33,136	36,761	41,943
CUNY, City C.	179	32,900	40,595	39,572	40,094	40,095	38,434	37,525	35,429	36,866	33,065	30,106	34,218	38,596
U. Toledo	181	38,389	44,881	41,072	40,497	34,684	27,085	27,802	24,167	25,323	28,273	27,770	32,601	36,694
U. Missouri, Kansas City	197	16,391	18,988	17,522	15,774	15,178	13,327	13,081	11,296	10,596	18,624	22,320	21,203	31,134
Portland State U.	199	36,996	41,580	42,662	40,377	33,523	29,987	32,021	32,727	31,234	33,055	31,315	29,842	30,922
Indiana U.-Purdue U., Indianapolis	203	148,672	156,607	166,825	152,578	143,386	18,479	19,954	20,035	22,834	27,349	31,862	30,290	29,353
U. Memphis	217	20,654	20,348	22,142	18,619	21,898	18,825	18,098	18,185	25,166	18,370	18,063	21,578	24,686
U. Wisconsin-Milwaukee	220	29,042	30,479	28,862	26,450	25,377	25,587	25,651	23,916	24,612	23,342	25,354	24,397	24,036
U. Massachusetts, Boston	225	24,527	26,958	33,275	24,924	27,715	28,653	30,608	29,934	30,412	25,083	27,575	23,673	23,131
U. Massachusetts, Dartmouth	277	12,236	13,657	10,979	8,860	8,549	7,321	6,548	7,370	7,156	7,353	6,506	8,223	11,162
U. New Orleans	306	19,244	19,000	14,521	11,051	9,490	7,492	6,826	5,568	5,258	4,353	3,868	3,674	8,270
U. Missouri, Saint Louis	356	7,151	10,157	9,650	7,868	5,844	4,369	4,959	5,240	6,364	7,059	6,146	5,812	4,573

The total numbers of undergraduate and graduate students, graduate assistants/employees, and the numbers of doctoral degrees awarded in AY 2021-2022 of these institutions are as follows (listed in descending order by the number of Doctor's degrees awarded in research/scholarship):

Institution Name	Carnegie Classification 2021: Basic (HD2022)	Total employees (EAP2021_RV Graduate Assistants)	Total employees (EAP2021_RV Graduate Assistants Teaching)	Total employees (EAP2021_RV Graduate Assistants Research)	Total employees (EAP2021_RV Graduate assistants other than teaching or research (beginning in 2016))	Grand total (EF2021_RV All students Graduate and First professional)	Grand total (EF2021_RV All students Undergraduate total)	Grand total (EF2021_RV All students total)	Grand total (C2022_A Doctor's degree - research/scholarship Grand total First major)	Grand total (C2022_A Doctor's degree - professional practice Grand total First major)	Grand total (C2022_A Doctor's degree - other Grand total First major)
University of California-Los Angeles	15	6,093	2,776	1,694	1,623	13,994	32,122	46,116	856	607	
University of Houston	15	2,144	1,317	785	42	8,450	38,581	47,031	408	430	
University of Pittsburgh-Pittsburgh Campus	15	2,165	978	1,187		9,345	23,885	33,230	395	738	
Virginia Commonwealth University	15	960	610	258	92	7,200	21,394	28,594	374	392	
University of Illinois Chicago	15	3,306	1,426	881	999	11,920	22,279	34,199	356	1,113	
University of Massachusetts-Amherst	15	2,660	1,552	954	154	7,814	24,231	32,045	349	46	
Georgia State University	15	3,204	334	2,349	521	7,988	28,985	36,973	262	260	
University of Cincinnati-Main Campus	15	1,870	1,023	657	190	11,361	28,968	40,329	236	557	
Temple University	15	1,055	695	360		9,659	25,967	35,626	233	902	
Wayne State University	15	789	444	320	25	8,080	16,839	24,919	218	597	
University of Memphis	15	1,093	366	600	127	4,920	16,702	21,622	174	121	
University of Louisville	15	839	839			6,506	15,634	22,140	167	392	
University of Alabama at Birmingham	15	497	497			8,742	13,547	22,289	166	504	
University of Nevada-Reno	15	1,213	585	557	71	4,009	17,025	21,034	159	70	
University of Wisconsin-Milwaukee	15	953	798	135	20	4,418	19,411	23,829	144	53	
University of Missouri-Kansas City	16	415	169	103	143	5,305	10,698	16,003	136	481	
University of Missouri-St Louis	16	252	122	88	42	2,842	12,347	15,189	136	37	
University of Massachusetts-Lowell	16	514	280	234		4,713	12,884	17,597	120	51	
University of Toledo	16	790	445	268	77	3,818	13,161	16,979	118	386	4
Portland State University	16	541	331	171	39	5,105	17,753	22,858	104		
University of Maryland-Baltimore County	15	655	548	107		2,803	10,835	13,638	103		
Indiana University-Purdue University-Indianapolis	16	696	57	280	359	8,493	19,197	27,690	93	797	
University of Massachusetts-Boston	16	699	425	274		3,368	12,269	15,637	84	20	
Cleveland State University	16	697	114	87	496	4,827	10,481	15,308	35	170	
Florida Agricultural and Mechanical University	16	300	23	69	208	1,699	7,301	9,000	32	296	
University of Massachusetts-Dartmouth	16	273	99	103	71	1,884	5,833	7,717	30	98	
University of New Orleans	16	237	160	57	20	1,445	6,508	7,953	25		
CUNY City College	16	58	58			2,667	12,364	15,031	20	83	

Annual Indicators: University of Massachusetts Performance Measurement System

https://www.umassp.edu/reports-and-initiatives/institutional-research

University of Massachusetts 2023 Performance Measurement System

https://www.umassp.edu/sites/default/files/publications/2023%20AIR%20v2.0.pdf

VI. **Update on the 2024 Election of the Faculty Council - Timothy P. Oleksiak, Chair of the 2024 Election Committee of the Faculty Council**

VII. **Updates on the Motions/Resolutions of the Faculty Council and Other Strategic Initiatives**

1. **Criminal and Disciplinary History Disclosures** (October 3, 2022) - **Joseph B. Berger, Provost and Vice Chancellor for Academic Affairs** and/or **John A. Drew, Vice Chancellor for Enrollment Management**

2. **Recommendation of the Faculty Council Research Committee on a "Salary Top-up Policy"** (December 5, 2022) - **Joseph B. Berger, Provost and Vice Chancellor for Academic Affairs**

From: Joseph B Berger <Joseph.Berger@umb.edu>
Sent: Tuesday, December 6, 2022 9:52 AM
To: Zong-Guo Xia <ZongGuo.Xia@umb.edu>
Cc: Priscilla K Gazarian <Priscilla.Gazarian@umb.edu>; Pamela Nadash <Pamela.Nadash@umb.edu>; Elizabeth L Sweet <Betsy.Sweet@umb.edu>; Amy Todd <Amy.Todd@umb.edu>; Rosalyn Negron <Rosalyn.Negron@umb.edu>

Subject: RE: Recommendation of the Faculty Council on a "Salary Top-up Policy"

Dear Zong-Guo,

Thank you to you and your colleagues in Faculty Council for sending this along. I also sincerely appreciate Rosalyn's leadership and the contributions of the Faculty Research Council. We will develop implementation processes and guidelines by the beginning of March so that this policy can be implemented for fellowships during the 2023-24 academic year.

Best,

Joe

From: Zong-Guo Xia <ZongGuo.Xia@umb.edu>
Sent: Tuesday, December 6, 2022 9:37 AM
To: Joseph B Berger <Joseph.Berger@umb.edu>
Cc: Priscilla K Gazarian <Priscilla.Gazarian@umb.edu>; Pamela Nadash <Pamela.Nadash@umb.edu>; Elizabeth L Sweet <Betsy.Sweet@umb.edu>; Amy Todd <Amy.Todd@umb.edu>; Rosalyn Negron <Rosalyn.Negron@umb.edu>; Zong-Guo Xia <ZongGuo.Xia@umb.edu>
Subject: Recommendation of the Faculty Council on a "Salary Top-up Policy"

Dear Provost Berger,

As you personally witnessed at the Faculty Council meeting yesterday, the support for a "salary Top-up Policy" was crystal clear and overwhelming. You also indicated at one of our earlier meetings that this would certainly be a wonderful program/policy to have. Thus, I am formally sending it to you as a collective recommendation of the Faculty Council for your consideration and possible implementation.

Thank you very much!

Sincerely,

Zong-Guo Xia
Professor of Earth & Environmental Sciences
School for the Environment
Chair of the Faculty Council
University of Massachusetts Boston

3. **Resolution to Adopt the Guidelines for Conducting a Holistic Evaluation of Teaching** (October 2, 2023) - **Rajini Srikanth, Professor of English & Dean of Faculty**

4. **Grand Scholarly Challenges Coordinating Committee** (Provost's Update to Faculty Council on November 6, 2023) "***The committee will provide a final report to the Provost on Monday, March 10, 2024***." - **Joseph B. Berger, Provost and Vice Chancellor for Academic Affairs**

5. **The University Club** (Provost's Update to Faculty Council on November 6, 2023) - **Priscilla Gazarian, Associate Professor & Chair of the Department of Nursing and Member of the Faculty Council Executive Committee, Joseph B. Berger, Provost and Vice Chancellor for Academic Affairs** and/or **Kathleen Kirleis, Vice Chancellor for Administration & Finance**

The **University Club**, located in the Campus Center, 2nd floor, reopened in September for use as a lunchtime lounge and gathering space for faculty, staff, and graduate students. Since then, members of our campus community have been bringing their lunch or ordering from one of the dining venues on campus while they connect with colleagues and take a much-needed break during the busy semester. During this initial phase of reopening, feedback has been received about various aspects of the University Club experience and recommendations about next steps. We are pleased to announce that a committee has been established to review that feedback and to make recommendations on any next steps.

The committee is charged with reaching out to stakeholders on campus to determine priority needs, reviewing successful, self-sustaining university dining club models, and reviewing potential options with Campus Services. The committee's work will result in the recommendation of potential future efforts.

We look forward to updating the campus community further as this committee completes its work.

6. **Periodic Review and Evaluation of Senior Administrators** (February 5, 2024) –**Marcelo Suárez-Orozco, Chancellor** and/or **Joseph B. Berger, Provost and Vice Chancellor for Academic Affairs**

Be it moved that the UMass Boston administration resumes such required review and evaluation of senior administrators immediately for more effective leadership, precise alignment of our goals and priorities with the mission of UMass Boston, improved measurable outcomes, much better accountability, and higher transparency.

Be it further moved that a schedule of review and evaluation of senior administrators is announced to the university community and posted at the relevant website for public information before the end of AY 2023-2024 (May 2024).

VIII. Reports – maximum of 10 minutes

a. Chancellor – Marcelo Suárez-Orozco
b. Provost and Vice Chancellor for Academic Affairs – Joseph Berger
c. Vice Chancellor for Administration & Finance – Kathleen Kirleis
d. Faculty Representative to the Board of Trustees – Sana Haroon
e. Representative from the Faculty Staff Union – Caroline Coscia
f. Representative from the Professional Staff Union –
g. Representative from the Classified Staff Union –
h. Representatives from the Graduate Employee Organization – Chidimma Ozor Commer and/or
   Jonathan Vega-Martinez (GEO Organizing Committee Members)
i. Representatives from the Undergraduate Student Government – Kaushar Barejiya (President) and/or Kaley
   Whipkey (Vice President)
j. Representatives from the Graduate Student Government – Delaney Bowen (President) and/or Chirag Nemani
   (Vice President)

IX. New Business

X. Motion to Adjourn